

Appendix 1-1 - Long Range Plan

**Oklahoma State University
School of Media and Strategic Communications
2019-2021 Growth Initiatives**

INITIATIVE #1/STUDENT RECRUITMENT/SATISFACTION

- **MILESTONES**

- Increase awareness of Media and Strategic Communications programs
- Define recruitment goals
- Unified/coordinated recruitment effort
- Define off-campus outreach strategies
- Strategy to become competitive with Spears School of Business
- Develop plan to better understand student wants, needs and concerns
- Develop plan to better understand industry wants, needs and concerns

- **GOAL #1/INCREASE AWARENESS ON CAMPUS/ACTION STEPS**

- Recruiting students to MC 1143 (Media in a Diverse Society)
 - 1. Communication with academic advisers across campus with course information.
 - 2. Communication with freshmen academic areas similar to SMSC floor.
 - 3. Print materials on bulletin boards across campus during class registration times.
 - 4. Utilize student media outlets for promoting availability of MC 1143 as an elective.
- Promotional videos/materials/events by Fall 2019
 - 1. Shanghai video series used as a recruitment tool.
 - 2. Create online magazine from study abroad content.
 - 3. Utilize MESA group website promoting student research opportunities.
- Majors fair in Fall 2019
 - 1. Coordinate with existing SMSC clubs in promotion of and planning of majors fair.
 - 2. Coordinate with area high schools to make the event a field trip-like activity for participating programs.

3. Feature new "Social Media" concentration.
- SPM 2843/SC 2183 recruitment (Fall 20)
 1. Communication with academic advisers across campus with course information.
 2. Communication with freshmen academic areas similar to SMSC floor.
 3. Print materials on bulletin boards across campus during class registration times.
 4. Utilize student media outlets for promoting availability of SPM 2843/SC 2183 as electives.
 5. Scheduling early-morning SPM 2843 section to encourage student-athlete enrollment.

- **GOAL #2/INCREASE AWARENESS OFF-CAMPUS/ACTION STEPS**

- Online Skype sessions with high school classes (Fall 19)
 1. Coordinate with area high school instructors to hold sessions in their classes.
 2. Use current students to coordinate with regional high schools to hold sessions in their classes in recruitment of students.
- Attend high school student research symposiums (Summer 20)
 1. Compile list of regional high school research symposiums and honor student research presentations.
 2. Send selected faculty and/or students to recruit students at these events.
- Continuing education classes for high school teachers (Summer 20)
 1. Offer high school teachers from those programs deemed relevant exposure to our faculty and their research.
 2. Consult with high school teachers from programs deemed relevant to develop course offering(s) they view as beneficial to themselves and their students (e.g., Uses of media in the classroom)

3. Offer summer seminars allowing high school instructors ability to co-create lecture material with SMSC faculty and identify points of interests and emphasis relevant to student engagement in communication studies.
- Ads for Sports Media program at sporting events (TBD)
 1. Place advertisements in HS football, basketball programs in targeted HS markets (OKC, Tulsa, North Texas)
 2. Run promotional announcements on video boards at high school stadiums in targeted recruitment markets
 3. Barter arrangement with cable television systems that SMSC provides sports programming content for (or insert messages within such programming)

- **GOAL #3/IMPROVE STUDENT SATISFACTION/ACTION STEPS**

- Student surveys (actions taken in Spring 19 and future)
 1. Consult with students on matters of importance to them as it relates to their expectations from the program.
 2. Consult with industry partners on essential skills needed for students upon entering the job market.
 3. Create a survey using validated scales for those measures deemed of importance from student and employer perspectives.
 4. Include questions on how the students selected an SMSC major, as well as exposure to SMSC related promotional material prior to their entry into the school.
- Improved Senior exit interviews (actions taken in Spring 19 and future)
 1. Track number of internships students participate in as potential mediating variable of post-graduate placement.
 2. Track organizational participation as potential mediating variable of post-graduation job placement.
 3. Track concentration(s) as a potential moderating variable of post-graduation job placement.
 4. Four-year follow-up survey implemented with SMSC graduates (internal).

- Sequencing (clarify needed class content & where classes fit in degree program)
 1. Social media concentration reviewed regarding goals, available faculty knowledge/resources, and responsible long-term projections for those students being recruited to participate on the Tulsa campus.
 2. Discussion concerning cross-listing entrepreneurial classes from the business school as part of the new social media concentration (manifold benefit of ingratiating business to our program & potentially mitigating further student poaching).
 3. Discussion on breaking silos between various concentrations (e.g., technologies, methods, and necessary student capabilities) in relation to new social media concentration; allows for new concentration to be more cross-discipline and thus a unifying factor for the school.
- Supervisor evaluation for internships (actions TBD)
- Determine industry expectations (2020-2021)
 1. Coordinate with Tulsa and OKC industry partners to construct reasonable understanding of future industry shifts and expectations of student competencies.
 2. Coordinate with each faculty member to evaluate and understand faculty perspectives and strengths, vis-à-vis how courses (and research produced) help place students in industry (specify what industries).
 3. Strengthen internal alliances and partnerships with existing campus organizations and colleges that can aid in student placement due to their specialization in a given industry requiring media-based services. A listing of such partners should be compiled.
 4. Strengthen external alliances and partnerships with existing campus organizations and colleges that can aid in student placement due to their specialization in a given industry requiring media-based services. A listing of such partners should be compiled.

INITIATIVE #2/STUDENT ENGAGEMENT

- **MILESTONES**

- Increase undergraduate involvement in the following
 - Research in support of faculty
 - Student organizations
 - Student media
 - Study abroad
- Students should have at least one of these [experiences] in their portfolios by graduation

- **GOAL #1/PROVIDE LISTING OF RESEARCH OPPORTUNITIES/ACTION STEPS**

- Faculty to provide list to Student Engagement Committee (SEC) (Fall 19)
1. MESA group research (overseen by Drs. Skye & Asya Cooley)-
Opportunities include:
 - a. Paid and unpaid research assistants conducting open source data collection, field research conducting in-depth interviews (some foreign language proficiencies required, conducting trend analysis on big data platforms such as gdet & wits.worldbank.
 - b. Paid and unpaid opportunities to participate in grant writing, government research projects for SMA, DHS, & DoD; as well as opportunity to present research findings to the COE, Joint Chiefs, and academic communities.
 - c. Paid and unpaid opportunities to produce media content related to MESA group research projects for distribution to the U.S. intelligence community.
 2. PRSSA research opportunities (overseen by Drs. Skye Cooley & Danny Shipka)- Opportunities include:
 - a. Researching ways in which the O'Colly Media Group might increase its campus presence. OMG will be the Fall 2019-Spring 2020 client for the OSU PRSSA club. Members will have the opportunity to conduct research, conduct a full campaign on behalf of the OMG, and submit their research and campaign results as case studies considerations for PRSSA scholarships, awards, and recognition.
 3. Research in Study Abroad (overseen by Drs. Skye & Asya Cooley)-
Opportunities include:
 - a. Spring 2020 trip to Geneva, Switzerland to conduct research on non-profits. Student research will be produced as a virtual magazine and distributed across campus. Students will be invited to present

their research in the Wes Watkins Center to their peers as part of a scheduled promotion of globally focused student research.

- b. Summer 2020 trip to Shanghai, China to conduct research on Chinese media and its intersections with global trends and current events. Student research will be produced as individual projects approved by the program directors. Students will be invited to present their research in the Wes Watkins Center as part of a scheduled promotion of globally focused student research.

- Obtain web domain for list (Fall 2019)

- 1. Web domain needed for MESA group.

- Class list of assignments to SEC (Fall 2019)

- 1. SC 3953- Students are assigned 3-homework assignments involving application of theory, observation of variables, and collection of data.
 - 2. MC 5223- Students are assigned 12-homework assignments in SPSS training and required to complete a full research design proposal (instruments and SPSS files included) as the final assignment in for the course.

- Make full listing available (Spring 2020)

- **GOAL #2/STUDENT ORGANIZATIONS & MEDIA/ACTION STEPS**

- Proposal for student club requirement on portfolios (Fall 19)

- 1. SMSC Assessment committee works with SEC on developing proposal in Spring 2020 semester for requiring club involvement or student media organizations). Among issues to be identified: Minimum level of involvement; verification of such involvement within the portfolio; and timetable to establish requirement.
 - 2. Bring together SMSC student club and media leaders as well as freshmen students for input through surveys, focus groups (Spring 2020).
 - 3. Consult with A&S regarding ability of School to mandate student club involvement as part of student assessment activity (Spring 2020).
 - 4. Evaluation of implementation by Assessment Committee along with SMSC faculty (TBD).

INITIATIVE #3/SOCIAL MEDIA STRATEGY

- **MILESTONES**

- Develop a social media strategy
- Identify most efficient channels for communication
- Identify relevant information for communication and develop a centralized resource to access

- **TARGET AUDIENCE**

- Prospective students
- Current students
- SBJ/SMSC Alumni
- Potential donors
- Local/state/national media
- Professionals in the field

- **GOAL #1- ESTABLISHING AND MAINTAINING A SOCIAL MEDIA PRESENCE FOR THE SMSC AND THE ACTIVITY OF ITS FACULTY, STAFF & STUDENTS (SPRING 2020) /ACTION STEPS**

- Create SMSC social media influencer club. Club responsibilities will include cultivation of SMSC social media content and brand management; could be linked to specific courses and their respective assignments
- Creating monthly analytic reports
 1. Tracking clickthroughs of website content.
 2. Tracking videos watched (e.g., Time Spent Viewing Videos).
 3. On-campus vs. off-campus traffic.
- Develop system allowing faculty, student leaders to share timely news
 1. This should include coordination with Megan Horton at brand management, who seeks to create a club in order to cultivate a larger brand awareness on social media for OSU.
 2. Provide updates on relevant research, travel, and awards relevant to students and faculty with the SMSC.
 3. Use system for recruiting research subjects for faculty, graduate, and undergraduate studies.

- Creating SMSC master calendar of School, University events, etc.
 1. Design electronic master calendar with access given to administrative office, faculty and instructors, and designated student media and club leaders (designate individual for coordination).
 2. Identify methods for student notification of major events beyond e-mails.
 3. Person coordinating master calendar staying in communication with A&S communication staff for sharing information concerning upcoming SMSC events or achievements by SMSC faculty, students, and alumni.
- Ensuring at least 75% of SMSC posts of have still/moving images
 1. Providing list of ideas for faculty members, such as monthly podcasts highlighting faculty expertise and ongoing research.
 2. Providing training on equipment and access to SM platforms so that faculty members can upload relevant content.
- **GOAL #2- USE SOCIAL MEDIA AS A RECRUITMENT TOOL FOR HIGH SCHOOL STUDENTS (SPRING 2020)/ACTION STEPS**
 1. Create club of SMSC social media influencers, in coordination with brand management, in order to target relevant high school seniors with recruitment content created by their former peers.
 2. Conduct focus groups to test social media content effectiveness
 3. Survey incoming students for exposure to social media recruitment content.
- **GOAL #3- USE SOCIAL MEDIA AS A CONTACT TOOL FOR IDENTIFIED POTENTIAL DONORS (SPRING 2020)/ACTION STEPS**
 1. Create a list of potential donors in coordination with annual giving in order to follow those individuals on social media.
 2. Create targeted content, with SMSC social media influencers, to engage potential donors and allow them to feel connected to the program.

INITIATIVE #4/FUNDRAISING

- **MILESTONES**

- Creating a fund-raising plan (Fall 2019)
- Identify top three funding needs (completed)
- Identify fund-raising mechanisms through
 - Individual interviews
 - Professional contacts
 - OSU Foundation
 - Other options

- **GOAL #1/IDENTIFY CRITICAL NEEDS/ACTION STEPS**

- Faculty development
 1. Develop funding for faculty professional development.
 2. Develop funding for research infrastructure.
 3. Increase funding for faculty travel.
- Financial aid
 1. Increase funding for scholarships from approximately \$100,000 to \$150,000.
 2. Increase funding for student enrichment scholarships to \$50,000 [per year].

- **GOAL #2/IDENTIFY FUNDRAISING MECHANISMS/ACTION STEPS**

1. Increase Foundation visits to key donors.
2. Expand scope of solicitation visits to include more mid-career alumni.
3. Create young alumni group to encourage a culture of support for School.

- **GOAL #3/DEVELOP PLAN TO ADDRESS FUNDING GAPS/ACTION STEPS**

1. Meet with new Foundation representative
2. Develop one-page sheet of funding priorities for Foundation to use on donor visits without Director.

Appendix 1-2 - Sample Ballots

PERSONNEL COMMITTEE
BALLOT FOR ELECTION OF MEMBERS

NUMBER TO BE ELECTED: 5

CANDIDATES ELIGIBLE: Tenured Positions whose budgetary home
is in the School of Media & Strategic Communications.

INSTRUCTIONS: Please vote for FIVE (5) tenured members who will serve
terms on the Personnel Committee. The five faculty members with the most votes will
serve a one-year term effective September 1, 2018 through August 31, 2019.

_____ Stan Ketterer
_____ Ted Kian
_____ John McGuire
_____ Lori McKinnon
_____ Ray Murray
_____ Joey Senat
_____ Danny Shipka

INSTRUCTIONS FOR RETURNING BALLOT:

Ballot box is located outside of Melissa's office. Please submit your ballot no later than Wednesday, August 29 @ 5:00pm.

School of Media & Strategic Communications – Committee Ballot
2018-2019

BALLOT FOR ELECTION OF ACADEMIC INTEGRITY FACILITATOR

NUMBER TO BE ELECTED 1

CANDIDATES ELIGIBLE

Tenured & Tenure-track faculty whose budgetary Home is in the School of Media & Strategic Communications.

INSTRUCTIONS: Please vote for ONE (1) faculty member who will serve as Academic Integrity Facilitator for the school. The faculty member with the most votes will serve a three-year term beginning Sept. 1, 2018 thru Aug. 31, 2021.

____ Clara Bae

_____ Skye Cooley

____ Jared Johnson

Ted Kian

____ John McGuire

Lori McKinnon

_____ Ray Murray

_____ Joey Senat

_____ Danny Shipka

INSTRUCTIONS FOR RETURNING BALLOT:

Ballot box is located outside of Melissa's office. Please submit your ballot no later than Monday, August 29 @ 5:00pm.

School of Media & Strategic Communications – Committee Ballot
2018-2019

BALLOT FOR ELECTION OF MEMBERS OF THE
STUDENT SERVICES/EXTENSION COMMITTEE

NUMBER TO BE ELECTED
CANDIDATES ELIGIBLE

1
Tenured, Tenure-track, and Clinical
faculty whose budgetary home is in the
School of Media & Strategic
Communications.

INSTRUCTIONS:

Please vote for ONE (1) member who will serve
on the Student Services/Extension Committee. The
one faculty member with the most votes will serve a
three-year term effective Sept. 1, 2018 thru Aug. 31,
2021.

_____	Stan Ketterer
_____	Ted Kian
_____	John McGuire
_____	Lori McKinnon
_____	Ray Murray
_____	Gina Noble
_____	Joey Senat
_____	Danny Shipka

Current members are: Bae, S. Cooley, Johnson, Speed

INSTRUCTIONS FOR RETURNING BALLOT:

Ballot box is located outside of Melissa's office. Please submit your ballot no later than
Wednesday, August 29 @ 5:00pm.

CURRICULUM COMMITTEE
BALLOT FOR ELECTION OF MEMBERS

NUMBER TO BE ELECTED	2
CANDIDATES ELIGIBLE	Tenured, Tenure-track, and Clinical faculty whose budgetary Home is in the School of Media & Strategic Communications.
INSTRUCTIONS:	Please vote for TWO (2) members who will serve a term on the Curriculum Committee. The two faculty members with the most votes will serve a three-year term effective Sept. 1, 2018 thru Aug. 31, 2021.

_____	Clara Bae
_____	Skye Cooley
_____	Stan Ketterer
_____	Ted Kian
_____	John McGuire
_____	Ray Murray
_____	Gina Noble
_____	Joey Senat
_____	Danny Shipka

Current members are: Johnson, McKinnon, Speed

INSTRUCTIONS FOR RETURNING BALLOT:

Ballot box is located outside of Melissa's office. Please submit your ballot no later than Wednesday, August 29 @ 5:00pm.

School of Media & Strategic Communications – Committee Ballot
2018-2019

BALLOT FOR ELECTION OF MEMBERS OF THE
TECHNOLOGY COMMITTEE

NUMBER TO BE ELECTED
CANDIDATES ELIGIBLE

2
Committee is comprised of 2
Tenured/Tenure-track/Clinical faculty
serving 2-year terms, and 2
Adjunct/Visiting faculty serving a 1-
year term.

INSTRUCTIONS: Please vote for **TWO** (2) adjunct/visiting members who will
serve a one-year term on the Technology Committee, effective Sept. 1, 2018 thru
Aug. 31, 2019.

_____	Max Andrews
_____	Asya Cooley
_____	Daniel Crutcher
_____	Jeremy Davis
_____	Shane Hoffman
_____	Dave Hunziker
_____	Tim Jessell
_____	Julie Johnston
_____	Nicole Morgan
_____	Juliana Nykolaiszyn
_____	Andy Wallace

Current members are: S. Cooley, Johnson, Shifflett - continuous

INSTRUCTIONS FOR RETURNING BALLOT:

Ballot box is located outside of Melissa's office. Please submit your ballot no later than
Wednesday, August 29 @ 5:00pm.

Appendix 1-3 - Administrator Evaluation

Oklahoma State University Policy and Procedures

ANNUAL PERFORMANCE APPRAISAL OF ACADEMIC ADMINISTRATORS

**2-0302
ACADEMIC AFFAIRS
August 2017**

POLICY

1.01 It is the policy of Oklahoma State University that the effectiveness and productivity of academic administrators¹ shall be formally evaluated on an annual basis by the responsible administrative supervisor.

1.02 Nothing in this policy shall alter the at-will employment status of academic administrators. (Reference P&P 3-0726, Sec. 3.01 and 3.02) The performance appraisal of academic administrators shall be a positive, formative process to determine whether or not the person is successfully performing and achieving the established roles and requirements of the position. It shall be a formal process of collecting pertinent information which reflects the activities and behavior of the administrator, assessing such information, and making a value judgment concerning this assessment for the benefit of both the individual and the University. It is to be conducted for the following reasons:

1. To identify through evaluation feedback needed areas of individual professional development.
2. To improve individual administrative performance.
3. To help define more clearly individual and organizational objectives consistent with institutional missions and goals.
4. To improve internal communications, administrative teamwork, and overall management of the institution.
5. To reward outstanding administrative performance.
6. To support the retention and salary processes.
7. To enhance accountability to government, regents, faculty, students, and the general public and thus improve the credibility of the administrative process.

¹ For purposes of this document, academic administrators are those who supervise the activities of faculty and/or have responsibilities that impact directly on the instruction, research, or extension/outreach functions of the University. Included specifically are the VPAA (Academic Affairs & Extension/Outreach), VPR (Research), and their administrators for Instruction, Research, Extension, and Academic Services, the Academic Deans and their Assoc./Asst. Deans, College Directors of Research, Extension/Outreach and Student Academic Services, School Directors, Department Heads, and Chairs. Others may be designated by a Vice President or Dean.

1.03 If the evaluation process demonstrates that the performance of an administrator is significantly below the expectations established for the position, immediate corrective action must be taken by the responsible administrator to resolve the deficiencies.

1.04 Although the final authority for the evaluation of all administrators is held by the President, the immediate supervisor shall conduct the actual appraisal using input from faculty, staff and other administrators as prescribed in these guidelines. The process for initiating and administering programs of performance appraisal for academic administrators is as follows:

1. The President shall evaluate the Vice Presidents responsible for Instruction, Research, and Extension functions in conjunction with an appraisal program for all other Vice Presidents and administrators who report to the Office of the President.
2. The Vice President for Academic Affairs, acting for the President, shall initiate appraisals of Academic Deans. Other academic administrators reporting directly to the Offices of Academic Affairs and Research shall be evaluated by those Vice Presidents.
3. The respective Dean of each college shall initiate and administer programs for evaluating Associate/Assistant Dean(s); Directors of Extension, Research and Student Academic Services; School Directors; Department Heads; and other designated administrative officers of his/her college.

CONDUCTING APPRAISALS

2.01 Although the actual format may vary to accommodate unique characteristics of the University structure and its operating units, the following policies are established to facilitate consistency in the administration of performance appraisals.

Soliciting and Handling Faculty and Staff Feedback

1. The formal appraisal process must provide an opportunity annually for all faculty and staff within each academic unit to provide feedback relative to the performance of the department head or school director and for all faculty and staff in each college to provide feedback relative to the performance of the Dean and Associate/Assistant Deans. Others who may be affected by the decisions and actions of the administrator should also be given the opportunity to submit relevant information for consideration by the evaluator. In the case of appraisals of Vice Presidents, instead of soliciting feedback from all faculty and staff, the evaluator will seek input from the chair of the faculty council.
2. The procedures for collecting, handling, summarizing, and sharing faculty and staff feedback with administrators must ensure confidentiality of faculty and staff responses.
3. Faculty and staff written feedback will not be directly shared with the academic administrator under review and will not be placed in the personnel file of the academic administrator under review but will be presented as aggregated themes.
4. For clarity and transparency, the call to evaluate academic administrators should clearly

indicate:

- a. all parties being contacted in addition to the faculty and staff (e.g., staff, advisory councils).
- b. the level of confidentiality/anonymity that will be maintained – who will see the raw data, how the raw data will be summarized quantitatively and qualitatively, and what will happen to the raw data after the appraisal.
- c. how, to whom, and for what purpose the results of faculty and staff feedback will be shared.

Appraisal Criteria

1. The procedures for appraisals must provide an opportunity for participation and input by the administrator being evaluated. The individual shall have a right to know the criteria by which performance is being evaluated. He/She shall have the opportunity (and is expected) to provide information that reflects performance and achievements toward executing the duties, responsibilities, and expectations established in a position description or assigned by the supervisor. The individual shall be entitled to review a written summary of the appraisal and have an opportunity to discuss with the evaluating supervisor the input provided by the faculty and the results of the appraisal. The individual may attach a rebuttal to the permanent copy of the appraisal record and request a review by the next highest supervisor if differences cannot be reconciled.
2. The criteria against which performance and productivity are assessed must be clearly established and shared with the faculty and other individuals participating in the process. Specific criteria may vary according to the complexity, composition, and organizational maturity of the area of responsibility for which the individual is responsible, or in relation to the constraints within which the individual administrator must function. However, all criteria used must be related to the actual duties, responsibilities, and performance expectations established for the administrative position. Judgments regarding the individual's overall performance and effectiveness must also consider progress toward established purposes (goals and objectives), as well as the achievements and methods of the administrator. Criteria may include, but are not limited to, the following:
 - a. Planning and achieving organizational goals, objectives and priorities
 - b. Interacting and communicating with faculty, staff, students, and other publics
 - c. Managing and developing fiscal, physical, and personnel resources
 - d. Developing, interpreting, and applying administrative policies and procedures
 - e. Demonstrating professional and academic leadership
 - f. Continuing academic and professional development and achievement

Procedures

2.02 It is the responsibility of the supervising administrator conducting the appraisal to:

1. Inform the individual being evaluated of the forthcoming appraisal and the criteria by which performance is being judged.
2. Work cooperatively with the individual being appraised, appropriate faculty, and staff to

collect information pertinent to the productivity and performance of the administrator being evaluated.

3. Review, assess, and summarize the pertinent information and conduct an appraisal interview with the administrator to discuss the results of the assessment.
4. Provide a written summary of the evaluation that supports the appraisal rendered and outlines developmental activities and performance expectations for the coming year. (If performance is deficient, a plan of corrective action must be recommended.)
5. Report the overall appraisals of those evaluated to the next highest supervisor.
6. Maintain written records of the appraisal in the administrator's personnel file and protect the confidentiality of such records.
7. Follow up on prescribed corrective action if performance was found to be deficient.

Guidelines Approved: Spring 1994

Policy Approved:

Faculty Council, May 10, 2016

Council of Deans, July 28, 2016

Faculty Council & Deans Working Group, March 3, 2017

Legal Counsel, May 2017

Executive Team, August 2017

**FLOW SHEET FOR
ADMINISTRATOR PERFORMANCE APPRAISAL**

Administrative Position	Person to Conduct Appraisal	Input Solicited From
Dept. Admin.	School Admin. or Dean	Faculty and staff
School Admin.	Dean	Faculty, staff, and dept. admin.
Dean's Staff (Assoc./Asst. Dean Ext., Res., Stu. Aca. Serv., and other aca. admin. as designated by the Dean)	Dean	Faculty, staff, dept. and school admin. and others as designated by Dean
Dean	VPAA	Faculty, staff, dept., and school admin. and others as designated by VPAA
VP's Staff (Instr., Res., Ext., Stu. Aca. Serv.)	Appropriate VP	Faculty through Faculty Council Chair, Deans and others as designated by the VP
VPAA (Aca. Affs., Ext.), VPR (Res.)	President	Faculty through Faculty Council Chair, Deans & Unit Heads reporting directly to VP Offices

ATTACHMENT #1

C O N F I D E N T I A L **APPRAISAL of DEANS**

Instructions: Your administrator is expected to demonstrate proficiency in leadership, administration, and communication. Please rate each of the following competencies of performance during this appraisal period. Insert one of the six appraisal indicators for each statement.

5 = Strongly Agree; **4** = Agree; **3** = Neutral; **2** = Disagree; **1** = Strongly Disagree; **0** = No Information

1. _____ The dean has my trust and respect.

2. _____ The dean is fair.

3. _____ The dean is effective in discharging the teaching mission of the unit.

4. _____ The dean is effective in promoting the quantity and quality of faculty scholarship.

5. _____ The dean is effective in promoting the extension, outreach, and engagement missions of the college.

6. _____ The dean has a clear, articulated vision for the college and effectively works to achieve that vision.

7. _____ The dean is an effective communicator.

8. _____ Overall, the dean is effective.

9. _____ Indicate the category that best describes your position.

1 = faculty; 2 = college/unit administrator; 3 = college/unit staff; 4 = external constituent

Comments:

ATTACHMENT #2

C O N F I D E N T I A L **APPRAISAL of ASSOCIATE DEANS**

Instructions: Your administrator is expected to demonstrate proficiency in leadership, administration, and communication. Please rate each of the following competencies of performance during this appraisal period. Insert one of the six appraisal indicators for each statement.

5 = Strongly Agree; **4** = Agree; **3** = Neutral; **2** = Disagree; **1** = Strongly Disagree; **0** = No Information

1. _____ The associate dean has my trust and respect.
2. _____ The associate dean is fair.
3. _____ The associate dean is effective in accomplishing the missions of her/his assignment.
4. _____ The associate dean is available to faculty, staff, and students for consultation.
5. _____ The associate dean follows through on commitments.
6. _____ The associate dean is an effective communicator.
7. _____ Overall, the associate dean is effective.
8. _____ Indicate the category that best describes your position.

1 = faculty; 2 = college/unit administrator; 3 = college/unit staff; 4 = external constituent

Comments:

ATTACHMENT #3

C O N F I D E N T I A L **APPRAISAL of UNIT HEADS AND DIRECTORS**

Instructions: Your administrator is expected to demonstrate proficiency in leadership, administration, and communication. Please rate each of the following competencies of performance during this appraisal period. Insert one of the six appraisal indicators for each statement.

5 = Strongly Agree; **4** = Agree; **3** = Neutral; **2** = Disagree; **1** = Strongly Disagree; **0** = No Information

LEADERSHIP

1. _____ Demonstrates initiative in the development and improvement of the respective unit.
2. _____ Functions effectively under pressure.
3. _____ Earns the confidence, respect, and trust of others.
4. _____ Maintains appropriate confidentiality in relationships
5. _____ Handles difficult situations involving people skillfully.
6. _____ Deals with individuals fairly.
7. _____ Establishes reasonable goals and makes them known to department members.
8. _____ Accomplishes administrative goals and objectives productively.
9. _____ Provides visionary and innovative leadership.

Comments:

ADMINISTRATION

10. _____ Assigns duties and tasks clearly.
11. _____ Delegates authority when appropriate.
12. _____ Follows through on commitments.
13. _____ Carries out the policies and procedures of the university appropriately.
14. _____ Establishes reasonable goals and makes them know to department members.
15. _____ Supports affirmative action efforts within the respective unit.
16. _____ Encourages professional or personal development.
17. _____ Supports effective teaching by all faculty.
18. _____ Supports experimentation, research, and publication by all faculty.

Comments:

COMMUNICATION

19. _____ Provides accessibility to faculty, staff, and students for consultation.
20. _____ Respects diverse opinions and ideas.
21. _____ Promotes the unit to the community outside the university.
22. _____ Demonstrates a helpful attitude toward students, faculty, and staff.
23. _____ Represents those in the unit to superiors and the rest of the university effectively.
24. _____ Clearly communicates with students, faculty, and staff.

Comments:

25. _____ Indicate the category that best describes your position.

1 = faculty; 2 = college/unit administrator; 3 = college/unit staff; 4 = external constituent

Appendix 1-4 - Workload Policy

**School of Media & Strategic Communications
Faculty Workload Policy (Approved by faculty 4/20/18)**

PRINCIPLES AND GOALS:

The workload policy of the School starts from the conviction that faculty members are highly trained professionals and are to be treated as such by administrative units at all levels. Academic excellence is inextricably linked to the principle of academic freedom. Therefore, faculty activity must retain a high level of personal autonomy; indeed, excessive administrative control over faculty time and activity is deleterious to the establishment and maintenance of high standards of academic performance.

For purposes of measurement and assessment, faculty responsibilities are customarily divided in to three areas: teaching, research, service/extension. These areas frequently overlap, and categorization of faculty activity by one of these areas is sometimes artificial. Moreover, the activity and emphasis of an individual faculty member may vary over time. Opportunities, interests, and the needs of the school are all subject to change over time and will influence faculty activity. Therefore, the workload configuration for each faculty member is to be negotiated individually with the school director on an annual basis, either as a part of the yearly Appraisal and Development (A&D) process or in a separate subsequent individual meeting. In some cases, alterations to a typical workload model may be appropriate. These alterations may be requested by the faculty member to allow for additional focus on an area of strength or may be assigned by the school director in consultation with the faculty member (see below for specifics).

Whereas teaching and research activities may often overlap in a general sense, it is recognized that research and services/extension activities are strongly and adversely influenced by the amount of time directly devoted by faculty members to the instructional mission of the school. Faculty members with heavier teaching loads generally do not have the time and or energy to focus on producing original research, extension activities, or the pursuit of external funding available to those with lighter teaching loads.

In the allocation of teaching loads among faculty members, the following principles are to be respected by the school director:

1. Equal burden-sharing. Effort will be made to equitably distribute teaching assignments after taking into account the ranks, tenured or tenure-line status, research expectations, research foci, teaching experience, industry experience, skillsets, and educational backgrounds of faculty members.
2. Equity in awards. In allocation of rewards, outstanding instruction is to be weighted equally with outstanding research. Faculty members who excel in the classroom are to be equally eligible for any potential rewards, financial and otherwise, as those with outstanding research and publication records.
3. Consideration of expertise, interests, and desires. In assigning teaching duties, the school director shall take into consideration the professional interests and specialization of faculty members. Whenever possible, course assignments shall be consistent with the academic specialization of each faculty member. Although not always possible, faculty members should generally be assigned courses they desire to teach and are in line with their expertise. However, faculty must be flexible in their desired choices by listing at least five SMSC courses regularly offered in the SMSC undergraduate and graduate curricula that they are willing to teach through a survey of faculty teaching preferences that is to be distributed by School administration every two years.

4. Equal opportunity for control over career path. Individual faculty members shall be afforded opportunities to alter the balance among professional activities on an equal basis.
5. Consideration of junior faculty members. Since research is a major element of promotion and tenure decisions, untenured faculty members shall be given reduced teaching loads when possible in order to facilitate their efforts to build publication records.
6. Advanced notice for teaching assignments: All faculty should be informed of their tentative course assignments and the area heads consulted about course offerings in their programs before a full draft of the overall schedule is sent to faculty in advance of each term. This provides faculty more time to prepare for upcoming semesters and to raise any concerns with administration before the final schedule is published.
7. Time allocated for research focus: Unless requested otherwise or agreed to by individual faculty, tenure-line faculty on 2/2 fall/spring loads should be limited to teaching classes and labs that collectively meet no more than three days per week to allow time to focus on research. Tenure-line faculty on a 3/2 or 2/3 fall/spring load should be limited to teaching classes and labs that collectively meet no more than four days per week to allow time to focus on research, although administrators should strive to limit teaching days for all tenure-line faculty, who have at least 30% of their workload assignment dedicated to research, to three days or less per week. Those figures do not include any courses that are counted as overloads, or taught separately through outreach or are outside of a faculty member's base fall-spring courseload (e.g., a tenure-line faculty member requesting a course to teach during an intersession could be assigned class meetings five days per week).
8. Engagement with students: As a professional-oriented School, faculty are expected to interact with and assist students outside of the classroom. At a minimum, faculty who are teaching any courses that meet in person must post at least two available office hours per week in syllabi for that semester. These office hours can be the same for multiple courses (e.g., 8-11 a.m. on all syllabi for all courses). Any professor who teaches fully online courses must post a minimum of one virtual office hour per online class.

In allocation of teaching loads the following additional factors are to be considered by the school director:

1. Level/type of course.
2. Number of required contact minutes with students (i.e., lecture and lab meeting times) assigned to the course instructor as part of the course.
3. Size of course enrollment.
4. Extent and number of course preparations by faculty members.
5. Demands of university service activities on faculty time.
6. Demands of professional development activities on faculty time.

In all cases, assignments, judgments, and evaluations made by the school director in consideration of the above principles and factors shall be consistent with the FTE allocation for each faculty member.

In all cases, assignments, judgments, and evaluations made by the school director shall be consistent with the availability of resources.

TEACHING LOAD ASSIGNMENT POLICY:

Untenured, tenure-track faculty members shall be afforded a 2/2 course load (12 teaching hours total) per academic year whenever possible. Under no circumstance should the course load of an untenured, tenure-track faculty member ever exceed 2/3 or 3/2 (15 teaching hours total) per academic year. In the first academic year of appointment, an untenured assistant professor shall normally be afforded a 1/2 or 2/1 course load (9 teaching hours total). Additionally, in the year after successful reappointment (i.e., generally a faculty member's fourth year on the tenure clock), an untenured assistant professor shall normally be afforded a course release, allowing that faculty member to revert back to a 2/1 or 1/2 load for that one academic year. These assignments shall be arranged by the school director, in consultation with the faculty member, and subject to the principles articulated in the workload policy.

Tenured faculty members generally maintain an annual 2/2 (12 total teaching hours) or 3/2 or 2/3 (15 total teaching hours) over the fall/spring academic year. Tenured faculty may opt for a higher teaching load per semester, which would be reflected in FTE documentation. The teaching load for clinical faculty, lecturers, and visiting (teaching) assistant professors is generally a 12-hour load per semester or as determined by the school director. This document does not recognize intersession, summer, or overload teaching assignments. These hours are voluntary and are accounted for outside of the faculty FTE.

Although these percentages may vary by individual faculty based on assignments, for purposes of performance assessment, the difference between the four loads may breakdown as follows with hours in parentheses signifying teaching hours taught over the combined fall/spring terms:

	<u>2-2 load (12 hrs.)</u>	<u>3-2 or 2-3 (15 hrs.)</u>	<u>Clinical Faculty (24 hrs.)</u>	<u>Lecturers/VAP (24 hrs.)</u>
	(T/TT)	(T/TT)		
Teaching	40%	50%	90%	100%
Research	50%	40%	0%	0%
Service	10%	10%	10%	0%

This choice is subject to review and alteration as part of the annual Appraisal and Development ("A&D") process involving the individual faculty member and the school director. Changes in individual load assignments are to take effect in a manner consistent with the school's course scheduling deadlines. Tenured and tenure-line faculty members' base (fall/spring) teaching loads should not be increased from the terms of their original offer letters unless a faculty member receives a rating of below expectation or lower on research/scholarship for three consecutive years on a faculty member's A&D. However, tenured and tenure-track faculty members can be assigned up to one teaching-credit hour over their combined assigned fall/spring teaching loads due to credit for a separate lab or extended-minutes lecture/lab courses. This extra hour must be accounted for in their A&D, but not for their teaching loads or annual workload percentage assignments. For example, a tenure-line faculty member on a 2/2 teaching load may be assigned one extended-minutes lecture/lab combo or a course with a separate lab over the fall/spring terms without affecting that faculty member's teaching load. Any additional such assignment must result in an adjustment of that faculty member's teaching load and workload assignment.

Teaching Assignment Credits and Guidelines Based on Contact Minutes Required with Students Per Class:

1. (a) 50-minute, 3-day-a-week undergraduate lecture classes, (b) 75-minute, 2-day-a-week classes, and (c) lecture/lab courses all worth 3 credit hours that require 170 total minutes or less of instructor contact minutes with students per week all count as 3 teaching hours for teaching loads and workload assignments.
2. Online and hybrid courses worth 3 credit hours and taught within load during the fall or spring semesters count as 3 teaching hours for teaching loads and workload assignments.
3. 170-minute, one-day per week graduate courses worth 3 credit hours count as 3 teaching hours for teaching loads and workload assignments.
4. 100-minute lecture courses worth 3 credit hours with a separate lab up to 110 minutes or extended-minutes combined lecture/lab courses that require more 171 or more direct contact minutes with students count as 4 teaching hours for teaching loads and workload assignments. However, faculty may be assigned one of these courses annually over the fall/spring terms without an adjustment in teaching loads or workload assignments. If assigned two or more extended-minutes courses over the fall/spring terms, then all extended-minutes courses must be counted for teaching loads and workload assignments.
5. Each subsequent lab (no more than 110 minutes each) added to a teaching assignment will count an additional hour to a faculty member's teaching load for teaching loads and workload assignments. Thus, a 100-minute lecture course with two separate 110 minute labs counts as 5 teaching hours even though the class is worth 3 credit hours for students. A 100-minute lecture course with four separate 110 minute labs counts as 7 teaching hours. If mutually agreed upon by the faculty member and director, this can be adjusted down to account for smaller lab sections. For example, a faculty member who could teach three full or near-full to capacity separate labs as part of a course, but requests four labs with smaller enrollment to provide more individual attention to students would only receive 6 teaching hours for that course and four separate labs, so long as that is agreed to in advance by both the faculty member and director.
6. Preference will be to assign courses with additional labs taught by the course instructor to non tenure-line faculty. No tenured or tenure-track faculty member will be assigned more than one course in their annual base fall/spring load that includes more than 170 contact minutes (lectures and labs) with students for three (3) hours credit unless that faculty member requests assignments of extended-minutes courses that better fit her/his expertise. If so, that faculty member's workload assignment and A&Ds will be adjusted to account for the extra time required in the classroom. Faculty may, during the annual A&D process, agree to additional lecture/lab courses in exchange for an adjustment in teaching and research recent efforts.
7. Courses counting for 1 or 2 credit hours count as 1 or 2 teaching hours, respectively, in the teaching model.

RESEARCH

Housed at a land-grant, research-intensive university, primary mission of the School is to promote scholarly research and professional performance. Accordingly, most tenured and tenure-line faculty carry reduced teaching loads to allow time for research. Thus, faculty with lower teaching loads will have a greater expectation for producing scholarship. In the processes of workload assignments, FTEs, A&Ds, and various

types of rewards, the following types of primary research produced by SMSC scholars are to be recognized and prioritized by the Director, although other types of scholarship should be recognized on a case-by-case basis:

1. Refereed and peer-reviewed academic journal articles and books (authored and edited). These are the most common type of scholarship outlet for research produced in the School and should be factored into workload assignments and A&Ds. Factors to be considered in the evaluation of these publications include (A) quality of journal based on acceptance rate, publisher, and affiliation; (B) solo vs. group authorship; (C) author ordering (e.g., first author on a journal article receives more credit than being a third author); and (D) reputation of publisher of books and handbooks.
2. External grants. The successful procurement of external grants as a PI or co-PI should be recognized in a faculty member's A&D and possibly affect that member's workload assignment as noted above. Unsuccessful attempts to attain external funding should be positively noted in faculty members' A&Ds but have no effect on workload assignments.
3. Book chapters and refereed monographs. These publications are valuable, but recognized on a secondary level compared to refereed journal articles and authoring/editing books. Factors to be considered in the evaluation of these publications include (A) solo vs. group authorship; (B) author ordering (e.g., first author on a journal article receives more credit than being a third author); (C) reputation of publisher of books and handbooks; (D) reputation of editor or authors of a book or handbook.
4. Refereed conference papers and presenting papers as part of refereed conference panels, published, editor-reviewed academic articles, and published book reviews in refereed journals. These will be considered in A&Ds, but do not affect annual workload assignments. Factors to be considered in the evaluation of these publications include (A) solo vs. group authorship; (B) author ordering (e.g., first author on a book chapter receives more credit than being a third author); (C) reputation of conference and/or sponsoring organization; (D) publisher of editor-reviewed academic journals.
5. Creative projects. Due to its ties and need to stay relevant with the industry, these types of creative works should be given equal credit to more traditional outlets for scholarship. However, to receive the highest level of credit equivalent to research articles, books, and external grants, creative projects must be recognized in juried and/or peer-reviewed competitions and require extensive time to complete. Factors to be considered in the evaluation of these publications include (A) reputation of conference and/or sponsoring organization; (B) published reviews of the creative work; (C) awards won via this project; (D) solo vs. group authorship; (E) author ordering, although serving as last producer after a list of students must be viewed favorably).
6. Internal grants. These are to be recognized as a successful means of junior, tenure-line faculty advancing their careers in A&Ds, but are not factored into workload assignments.

Course Release Reward System for Research/Creative Works Production

Faculty members with 15-hour annual teaching loads (3/2 or 2/3) or higher who are not already receiving a course release or course reduction for any purpose may qualify for a reduced teaching load for up to one course annually in either the fall or spring semesters through meeting any of the criteria below. However,

faculty assigned teaching loads cannot be reduced to lower than 12 hours (fall and spring terms combined) by exceeding the output required below. Faculty must provide notice of eligibility for a potential course reduction when submitting the annual faculty appraisal and development program form. Faculty are not eligible for two course reductions in the same year through the research/creative works formula below unless they can potentially buy out multiple courses through successful procurement of an external grant. In rare cases, a faculty member's earned course reduction could be banked but delayed a year, because another faculty member from the same area of teaching expertise already earned a course reduction and thus the School might have difficulty staffing courses in that area if both faculty received course reductions in the same academic year. Further, while intra-department collaborations are strongly encouraged, credit toward a potential course reduction earned from a book that involves multiple School faculty members will only go toward the faculty member in the earlier ordering of authorship of that book. The same rule does not apply for journal articles, where both faculty may receive credit toward a potential course reduction.

1. Publication of an average of at least one refereed article per year in a quality journal over a three-year period with at least 50% of that faculty member's publications as lead/solo author, not to exceed two years without additional published work. (For example, a faculty member who published three or more articles in one year would still be limited to three years of reduced course load on the collective basis of work if that faculty member does not have any articles published in years No. 2 and No. 3 of that period). Published works for this system and for A&Ds may be counted for only one year, either the year that is in press or the year that it is published.
2. Procurement of a contract for a book-length manuscript or other major work (e.g., computer programs) from an established and recognized publishing house, provided that the work in question is either a scholarly work or a textbook, including new editions of a textbook already in circulation. Such a contract qualifies the faculty member for a reduced teaching load for one semester of one year.
3. Publication of a book (scholarly or text) through a major publisher or as part of a national series as author or co-author qualifies the faculty member for a reduced teaching load for two semesters over a two-year period.
4. Publication of a book (scholarly or text) as editor or co-editor qualifies the faculty member for a reduced teaching load for one semester.
5. Procurement of a grant from an external source (i.e., outside the university) of \$10,000 or more as a PI or Co-PI qualifies the faculty members involved for reduced teaching loads for one semester or the duration of the project if less than two years, after which the reduced load may be renewed or cancelled depending upon the funding status of the project. Being listed as a secondary researcher (non-PI or co-PI) on an external grant is credited in a faculty member's A&D, but does not affect workload assignments or teaching loads.
6. Publication of a creative project that takes extensive time (e.g., full documentary counts, but a column in the *Stillwater News Press* does not) through a juried or peer-reviewed competition as lead/solo director/producer/author, etc. or as a secondary director/producer/author, etc. in a work involving OSU students could potentially qualify a tenured faculty member for a reduced teaching load for one semester. To qualify, this project must take extensive time to complete.

7. Faculty members may request release from teaching responsibilities altogether for one semester to pursue a specific research or professional activity. Such requests are subject to the terms of the Research Leave Policy.

SERVICE

This proposal calls for establishment of **THREE** separate service categories for the School—Academic-Internal, Academic-Academy and Applied-External. Faculty are encouraged to volunteer for service that best fits their interests and expertise. The director is to equally recognize the value of all three types of service in doing A&Ds, but that does not mean that all activities falling under the various types of service must be accounted equally. For example, serving as an ad-hoc reviewer for a single paper/abstract submitted to a scholarly conference is not equivalent service to being on an editorial board of a top scholarly journal.

Examples of Academic-Internal service would include:

- Membership on School's permanent committees (e.g., Personnel, Technology);
- Membership on School's job search committees;
- Membership on College/campus committees (e.g. A&S council, etc.);
- Organizing and directing SMSC sponsored events for high school, college students;
- Advising SMSC student organizations;
- Serving as an area head for one of the School's three undergraduate programs;
- Making academic presentations to campus groups (outside of SMSC).

Examples of Academic-Academy service would include:

- Service as officer and or conference planner for national-international organizations (AEJMC, BEA, NCA, ICA, etc.);
- Service to state academic groups such as OBEA;
- Serving on editorial review boards;
- Reviewing papers for journals and or conferences;
- Serving as editor (or guest editor) of academic journals;
- Serving as outside reviewer for tenure and promotion cases from peer institutions.

Examples of Applied-External service would include:

- Presenter/panelist in professional workshops, conferences;
- Used as news source for mass media story (print/video/online);
- Working as professional consultant/advisor/board member for outside media, a professional or academic organization, and/or for a strategic communication project or campaign.

Appendix 2-1 - Internship Application



School of Media & Strategic Communications

Oklahoma State University

Gina J. Noble

associate director of undergraduate studies & associate professor of professional practice

405-762-6028 (cell) or gina.noble@okstate.edu

Admission to SC 3600 – Strategic Communications Internship or SPM 3500 - Sports Media Internship - is permitted only after the student has secured an internship position at an approved organization and has received written approval from professor Gina Noble, faculty adviser for internships.

To apply for academic credit for an Internship, complete this form and **submit it via email** to professor Noble @ gina.noble@okstate.edu. **NOTE...PAPER COPIES ARE NOT ACCEPTED – YOU MUST SEND A DIGITAL COPY. No exceptions.** If approved, you will receive a digital copy of this form with professor Noble's signature. Print the form, and take it to your academic counselor to complete enrollment. NOTE...,you may not begin counting internship hours until you are enrolled in the class.

Date of Application: _____ CWID#: _____

Student Name (Print): _____

Address: _____

Phone: _____

OSU email: _____

Phone: _____

Degree: _____

Are you earning a Bachelor of Science or Bachelor of Arts? _____

Expected date of graduation: _____

Overall GPA: _____ GPA in major: _____

Place an X next to the courses you have successfully completed:

___ MMJ 3263 – Reporting	semester completed _____
___ MMJ 3153 – Fundamentals of Audio Visual	semester completed _____
___ SC 3353 – Persuasive Writing	semester completed _____
___ SC 3753 – Graphic Design	semester completed _____

How many credit hours do you want to earn?: 1, 2 or 3 _____

One hour of credit = 60 hours of internship work / Two hours = 120 hours / Three hours = 180 hours

This internship will appear on my _____ enrollment _____ Fall _____ Spring _____ Summer

I will complete this internship during the _____ Fall _____ Spring _____ Summer

I certify that I am not related (family or marriage) to the internship supervisor or any owners or managers of the company. Failure to disclose this information will result in an F in this course.

_____ I do not have any relatives who own or manage this company.

Student Signature: _____ Date: _____

Appendix 2-2 - Internship Evaluation Form



COLLEGE OF ARTS & SCIENCES

School of Media & Strategic Communications

206 Paul Miller Building
Stillwater, OK 74078-4053

P: 405-744-6354
F: 405-744-7104

Internship Supervisor Evaluation Form Spring 2019

Internship Supervisors...
please email completed form no later than May 3, 2019, to:
gina.noble@okstate.edu

Intern's Name: _____

Place of Internship: _____

Dates of Internship: _____

Date of Evaluation: _____

Name and Title of Supervisor completing evaluation:

Supervisor's phone number: _____

Supervisor's email: _____

NOTE: It is important that the "Internship Supervisor" review this evaluation with the student.

Date evaluation reviewed with student-intern: _____

Student signature: _____

Supervisor signature: _____

Overall Evaluation of Intern

1. Please describe the student's internship duties with your organization.
2. Please evaluate the student's performance in terms of her/his interpersonal relations with supervisors, colleagues and public contacts.
3. Please provide comments regarding the intern's overall performance during the internship. This includes any advice, praise and/or constructive criticism. The goal of constructive criticism is to help the student improve his/her skills before graduation.
4. If applicable, please provide comments regarding the student's writing ability.

5. If applicable, please provide comments regarding the student's critical thinking skills?

6. If applicable, please provide comments regarding the student's ability to follow directions and work with minimal supervision.

7. If applicable, please provide comments regarding the student's time management skills.

8. Please provide any other comments you feel are necessary to help Oklahoma State University's School of Media & Strategic Communication prepare its students for internships and the workforce.

9. What software was the student expected to know prior to beginning the internship?

10. Was the intern paid for this internship? If so, what was the hourly wage?

Skill and Knowledge Evaluation

The student intern has not yet completed degree requirements for graduation. Bearing this in mind, please rate her/him on the list of skills below. Use the ranking scale that follows and place the appropriate mark by each item: "NA" = not applicable, "F" = unsatisfactory, "D" = Fair, "C" = Good, "B" = Very Good, "A" = excellent.

(NOTE: It is important that the "Evaluator" review this evaluation with the student before submitting it to the supervising instructor.)

	Not Applicable	Unsatisfactory (F)	Fair (D)	Good (C)	Very good (B)	Excellent (A)
		F	D	C	B	A
1. Understands the fundamental communications challenges in specific assignments.						
2. Recognizes target audiences and can direct communication to them effectively.						
3. Thinks creatively with assignments.						
4. Writes with appropriate style.						
5. Writing skills.						
6. Attention to details.						
7. Ability to deal with ideas.						
8. Overall ability to visualize situations.						
9. Computer skills.						
10. Photography skills.						
11. Design and layout skills.						
12. Interpersonal skills.						
13. Other						

Recommended Internship Grade (please circle one grade): A B C D F

The following are the overall learning outcomes expected of all graduates from the School of Media & Strategic Communications. These reflect the core values and competencies specified by The Accrediting Council for Journalism and Mass Communication as expected of all graduates of an accredited program. This part of the evaluation is intended to assist us in improving our program to better facilitate these outcomes.

On a scale from one to seven, please indicate to what extent you believe the student demonstrates the following characteristics. Some of these may not be applicable, but we are interested in the skills and abilities you have observed while the student worked under your supervision.

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Thank you for giving an OSU student the opportunity to work with you and your organization. If you would like to post an open job or internship opportunity on our student page, please send a description to gina.noble@okstate.edu

Appendix 2-3 - Internship Sites

Internship sites

Internship Sponsor	Site
Akron Rubber Ducks	Akron
Appren Media Group	Alpharetta
NewChannel 20	Amarillo
American Quarter Horse Association	Amarillo, Texas
Asheville City Soccer Club	Asheville
Nova Peaks	Aurora, Colorado
Austin Radio Network	Austin
KTBC	Austin
GoRings.com	Austin, Texas
Packed Party	Austin, Texas
Sherri Hill, Inc.	Austin, Texas
Sparrows Baseball Club	Burbank
Hornets Sports & Entertainment	Charlotte
NASCAR Productions	Charlotte
DDS Dentures+Implant Solutions	Checotah, Oklahoma
Munoz Agency	Cincinnati
WBOY-T	Clarksburg
Colorado Springs Fine Arts Center	Colorado Springs
The Winning Edge Leadership Academy	Cumming
City of Dalls	Dallas
Cumulus Radio	Dallas
Dallas Stars	Dallas
Learfield IMG College	Dallas
Plug Public Relations	Dallas
RoosterTeeth	Dallas
Saatch & Saatch	Dallas
Studio 11 Design	Dallas
The Dallas Morning News	Dallas
The Lewer Companies	Dallas
Zeal Co.	Dallas
Drumright Gusher & Yale News	Drumright, Oklahoma
Edmond Sun	Edmond
Life Church Creative Media	Edmond, Oklahoma
GEFCO, Inc.	Enid, Oklahoma
KNWA/KFTA	Fayetteville
CBS 11	Fort Worth
Alcon Marketing	Fort Worth, Texas
Frisco Roughriders	Frisco
Curls LLC	Frisco, Texas
WOOD TV	Grand Rapids
Grove Sun	Grove
Arrowhead and Cherokee Yacht Clubs and Marinas	Grove, Oklahoma
WSSP Radio	Hales Corners
Serendipitous Filmes	Halton City
JDA Software Group	Irving, Texas
The Leaven	Kansas City
Government Employees Health Association	Kansas City, Missouri
Wunderman Thompson Health	Kansas City, Missouri
WATE-TV	Knoxville
ESPN	Lake Buena Vista
KWSO	Lawton
Waterski America	Lewisville, Texas
Clamr	Los Angeles
Hello PR Group	Los Angeles
Hollywire	Los Angeles
Mandt Brothers Productions	Los Angeles
Sports Action, LLC	Louisville
Miami-News Record	Miami
J&J Broadcasting	Mount Vernon
WKRN	Nashville
Reach LLC	Nashville, Tennessee
Schlitterbahn Waterpark & Resorts	New Braunfels, Texas
Hearst Publications - Cosmopolitan	New York City
McMahon Marketing	Norman, Oklahoma
Ackerman McQueen	Oklahoma City
Ackermann McQueen	Oklahoma City
American Red Cross	Oklahoma City
Anglin Public Relations	Oklahoma City
Brides of Oklahoma	Oklahoma City

Internship sites

Cox Communications	Oklahoma City
Downtown OKC, Inc.	Oklahoma City
Dress for Success	Oklahoma City
Gaylord-Pickens Museum	Oklahoma City
Griffin Communications	Oklahoma City
Juvenile Diabetes Research Foundation	Oklahoma City
KOCO	Oklahoma City
KWTV News 9	Oklahoma City
Legacy Food Hall, Inc.	Oklahoma City
Lilyfield Communication	Oklahoma City
Oklahoma City Thunder - Corporate Communications	Oklahoma City
Oklahoma House of Representatives	Oklahoma City
Oklahoma Living Magazine	Oklahoma City
Saxum Public Relations	Oklahoma City
Schnake Turnbo Franks PR	Oklahoma City
Sparks	Oklahoma City
The Buzz Brand	Oklahoma City
The Journal Record	Oklahoma City
The Oklahoma Media Co.	Oklahoma City
Tyler Media	Oklahoma City
Perry Daily Journal	Perry
Star Local Media	Plano
Prestonwood Christian Academy	Plano, Texas
Lennox International	Richardson, Texas
United Shore Professional Baseball League	Rochester
G2 Media Group LLC	Sallisaw
KSAT-TV	San Antonio
The Mountain Press	Sevierville
Beacon Public Relations	Stillwater
City of Stillwater - Communications Office	Stillwater
Edmon Lowe Library Communications Office	Stillwater
KOSU	Stillwater
Michael O'Neill Marketing	Stillwater
Orange Power Studios	Stillwater
OSU Admissions	Stillwater
OSU Alumni Association	Stillwater
OSU Alumni Association	Stillwater
OSU Athletics - Marketing	Stillwater
OSU Athletics Office	Stillwater
OSU Brand Management	Stillwater
OSU Career Services	Stillwater
OSU Center of Executive and Professional Development	Stillwater
OSU College of Education Communications	Stillwater
OSU Communications Office	Stillwater
OSU Department of Wellness	Stillwater
OSU Foundation	Stillwater
OSU Marketing	Stillwater
OSU New Product Development Services	Stillwater
OSU New Student Orientation	Stillwater
OSU Outreach and Communicatins	Stillwater
OSU Student Union Marketing	Stillwater
OSU-ITLE	Stillwater
Stillwater Area United Way	Stillwater
Stillwater News Press	Stillwater
Team Radio	Stillwater
TV 31	Stillwater
Syracuse University Athletics	Syracuse
The Tacoma News Journal	Tacoma
Prospect Wire Baseball	Tampa
KVOA-TV	Tucson, Arizona
BOK Center	Tulsa
Byers Creative	Tulsa
Emerge Marketing & PR	Tulsa
Griffin Communications	Tulsa
Hampton Creative	Tulsa
Jones Brown PLC	Tulsa
KJRH-TV News Channel 2	Tulsa
KOKI	Tulsa
KOTV	Tulsa
KOTV News On Six	Tulsa

Internship sites

KTUL	Tulsa
Oklahoma Magazine	Tulsa
Paradigm Shift	Tulsa
SixPR	Tulsa
SMG - Tulsa Cox Business Center	Tulsa
Station8 Branding	Tulsa
TD Williamson	Tulsa
Tulsa Oilers Hockey	Tulsa
University of Tulsa Athletics	Tulsa
Wild Honey Weddings Event Planning and Design	Tulsa
Resolute Public Relations	Tulsa
Schnake Turnbo Franks PR	Tulsa
KLTV	Tyler, Texas
International Justice Mission	Washington D.C.
US Office of the Vice President - Mike Pence	Washington D.C.
NPR	Washington, D.C.
Office of Sen. James Inhofe	Washington, D.C.
The White House	Washington, D.C.
U.S. House of Representatives	Washington, D.C.
The Greenbrier Classic	White Sulphur Springs

Appendix 3-1 - Diversity Plan



COLLEGE OF ARTS & SCIENCES

School of Media & Strategic Communications

206 Paul Miller Building
Stillwater, OK 74078-4053

P: 405-744-6354
F: 405-744-7104

Diversity Plan

(Created April 16, 2013)

The School of Media & Strategic Communications at Oklahoma St. University is committed to vigorous pursuit of diversity in its employment, its educational programs and its activities. This commitment is based on the school's dedication to educational justice and the promise of each individual as well as the adherence to federal and state civil laws and University policies and procedures. In November 2012, voters of the state passed State Question 759, a measure that eliminated affirmative action programs in the state. The measure deals with three areas of government action. These areas are employment, education and contracting.

In these areas, the measure does not allow affirmative action programs. Affirmative action programs give preferred treatment based on race, color or gender. They also give preferred treatment based on ethnicity or national origin. Discrimination on these bases is also not permitted.

The measure permits affirmative action in three instances. 1. When gender is a bonafide qualification, it is allowed. 2. Existing court orders and consent decrees that require preferred treatment will continue and can be followed. 3. Affirmative action is allowed when needed to keep or obtain federal funds. Though these changes may affect how we obtain a diverse population they in no way inhibit the school's commitment to diversity.

The School sees diversity as an understanding that each individual is unique and the recognition and respect of these individual differences. Diversity can manifest as dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs as well as other ideologies. In addition to these, the School also sees the diversity of professions (ie. Journalism, Strategic Communications, Broadcasting, etc.) as important to the overall culture of inclusion.

The commitment to diversity is driven by the school's curriculum. To ensure diversity in its curriculum it is important to recruit both domestic and international minority and women faculty members with a commitment to diversity; actively recruit minority students and maintaining targeted advising and retention plans; integrate contributions of women and minorities to journalism and strategic

communications in the School's programs; and ensuring that students are prepared to work in a multicultural, multiethnic, multi-racial and otherwise diverse and global society.

Our diversity initiative responds to the new media environment that requires our students to communicate in a widely diverse, global marketplace. Issues involving race, gender, sexual orientation, politics, religion, as well as issues involving segmented populations (ie: special needs) are now a mainstay of our multi-cultural society and have to be addressed by a knowledgeable workforce. These issues therefore has to be addressed in the SMSC curriculum.

As a public institution, we also seek to mirror the socioeconomic makeup of our state. In Oklahoma, 24.2 percent of the population is minority (including those of American Indian decent) and just over half (50.5%) of the population is female. At Oklahoma State University in the fall of 2011, 29.04 percent of the student body was identity as minority and/or international and 48.3 percent of the student body was female. Enrollment in the School of Media & Strategic Communications (majors and pre-majors) in the fall of 2012 was 25.1 percent minority and 63.1 percent female. While the numbers are slightly lower than the University's in minority representation and exceed the gender statistics, we realize that our efforts to recruit, retain and graduate a fairly equal number of qualified women, men and minorities is a goal that must continue.

The composition of our faculty needs to reflect the realities of our multicultural society and an increasingly global marketplace. The school believes minority hiring not only be done as a collective whole but that each individual sequence contains diverse faculty to better serve our students needs. We have a long tradition of hiring women out of both the academic and professional fields as professors and educators. In addition we've made strong inroads in hiring qualified Asian, Gay and Disabled faculty and staff members over the last few years. While our diversity standards meet or exceed patterns in the industry and in the general population, we nonetheless continue to seek qualified women and minority applicants for each position in an effort to maintain our programmatic diversity.

To carry out our commitment to diversity in faculty/staff employment practices, student recruitment, educational programs and our departmental culture, the OSU School of Media & Strategic Communications has adopted the following plans of actions and goals for achievement:

ACTION PLAN 1.

In an effort to strengthen diversity, the School must continue to actively recruit and provide mentorship for women and minority faculty and staff members through personal contacts, networking and contact with appropriate academic institutions and academic and professional organizations. Work to retain faculty through departmental and campus

mentorship programs.

Outcome 1.1: Maintain a minimum goal of 40% women faculty and staff members.

Outcome 1.2: Maintain a minimum of 25% minority faculty and staff members.

Outcome 1.3: Provide diversity-training seminars on a yearly basis to both faculty and staff.

ACTION PLAN 2.

Actively recruit minority students to the School.

- Through the OSU Foundation, furnish funds for up to 10 scholarships to minorities to attend the various Journalism and Sports media workshops each summer. Scholarship students and other members of minority groups, economically challenged and at risk prospective students who attend the workshop and other on-campus events will be invited to later visit OSU and be given consideration for scholarships should they decide to attend the school.
- The School's faculty members will conduct regular visits to high schools in Oklahoma with significant minority enrollments each semester. Minority students will be encouraged to attend both OSU and OSU-Tulsa and apply for School scholarships.
- Establish an advising plan aimed at minority, economically disadvantaged and at-risk student retention.

Outcome 2.1: We want to see a significant increase in overall student diversity in the School, and we pledge to redouble our efforts to attain this goal.

ACTION PLAN 3.

Our policy requires reflection of cultural sensitivity and inclusion of the contributions of women and minorities throughout the curriculum. We pledge to continue academic programs that acknowledge the contributions of minorities and women and prepare students to work in a multicultural, multi-ethnic, multiracial and otherwise diverse society.

Outcome 3.1: Syllabi for classes in the School of Media & Strategic Communication should include diversity-related material and support this standard in one of three ways: 1) as a learning objective, 2) as a statement of support for diversity in the classroom or 3) actual course content that covers multicultural subjects.

Outcome 3.2: Offer MC 1143 Media in a Diverse Society on regular basis, every semester

Outcome 3.3: Develop a course in Race, Class and Gender in the Media for upper-class and Graduate students.

Outcome 3.4: Strive to bring in a myriad of guests and visitors to the School that promote diversity on many levels.

Outcome 3.5: Address courses and enrollment at the OSU-Tulsa campus.

ACTION PLAN 4. Establish and maintain equivalency between genders

and minority groups in terms of peer support groups in the School.

Outcome 4.1: This initiative will aim to assist student journalists in joining and attending conventions for a minority-centered organization of their choice, including: National Association of Black Journalists, Asian American Journalists Association, National Association of Hispanic Journalists, Native American Journalists Association, National Lesbian and Gay Journalists Association and the South Asian Journalists Association. The School will either facilitate their own chapters or will serve as a central organization that encourages students to join national associations and work to bring national representatives from these groups to campus.

ACTION PLAN 5. Monitor the School's diversity efforts.

Outcome 5.1: Establish a diversity committee that will be appointed by the Director each year, and will review diversity activities within the School and report its findings at least once a year.

Appendix 4-1 - Job Ads

Oklahoma State University
Assistant Professor of Strategic Communication
Tenure-Track Appointment
Start date: Fall 2013

The School of Media and Strategic Communications, Oklahoma State University, invites applications for a tenure-track Assistant Professor in its strategic communication degree program. The successful candidate must be conversant with aspects of strategic communication and should be able to teach a wide variety of courses in the field. The successful candidate will be enthusiastic about developing scholarship and teaching in strategic communication and should be willing to work in an experimental and developing environment.

Application requirements

Candidates should have a Ph.D. degree or ABD in an appropriate field. The applicant should be able to teach courses such as strategic communication campaigns, strategic communication management, persuasive writing, and introduction to strategic communication in the school's undergraduate program. Knowledge of and experience with the new media environment and global outreach is a plus. Candidates with a strong multicultural background or international experience are encouraged to apply. An active agenda of scholarly research and publication is a requirement. Candidates should have appropriate professional experience.

About the School of Media and Strategic Communications

The School of Media and Strategic Communications at Oklahoma State University is nationally recognized for producing outstanding practitioners in all mass communication areas and has been continuously accredited by the ACEJMC since 1948. It is one of the largest programs in the College of Arts & Sciences, the largest college at OSU.

About Oklahoma State University

OSU is a research oriented, land grant institution dedicated to the advancement and dissemination of knowledge central to a liberal education for all students. It has more than 22,000 students on three campuses and more than 1,500 faculty members.

Application procedure

Review of applications will begin immediately and continue until the position is filled. To be fully considered for this position, send a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of three references by October 15, 2012 to:

Dr. Lori McKinnon, Chair
Strategic Communication Position Search
School of Media and Strategic Communications
206 Paul Miller Building
Oklahoma State University
Stillwater, OK 74078-4053

For more information about this position, you are welcome to e-mail the director of the school, Dr. Derina Holtzhausen, at derina.holtzhausen@okstate.edu.

Oklahoma State University is an AA/EEO/E-Verify employer. OSU-Stillwater is a tobacco-free campus.

INVITATION TO APPLY

THE SCHOOL OF MEDIA AND STRATEGIC COMMUNICATIONS AT OKLAHOMA STATE UNIVERSITY, STILLWATER, INVITES APPLICATIONS FOR THE POSITION OF WELCH-BRIDGEWATER ENDOWED CHAIR IN SPORTS MEDIA.

The position:

The School of Media and Strategic Communications at Oklahoma State University in Stillwater seeks qualified applicants for the Welch-Bridgewater Endowed Chair in Sports Media for fall 2013. Oklahoma State University is a Division I university leading the way in offering an undergraduate degree in sports media, making this is an exciting opportunity for research and teaching. Salary and benefits are competitive. This is a full-time tenured faculty position at the level of associate or full professor.

Application requirements:

Applicants should hold a terminal degree. The successful candidate will have an established research program and teaching record in sports and the media that will justify an appointment at the level of associate or full professor. A secondary research and teaching interest in media law, media ethics, sports production, media management or multimedia journalism will be an asset.

Position responsibilities:

In addition to research, teaching and service, the chair will take a leadership role in the ongoing development of the school's sports media curriculum. She or he will teach at the undergraduate and graduate level and will play an important role in shaping policies and procedures in the School of Media and Strategic Communications. The successful candidate also will be the School's ambassador in promoting the Sports Media program.

About the School of Media and Strategic Communications:

The School is nationally recognized for producing outstanding practitioners in all mass communication areas and has been continuously accredited by the ACEJMC since the 1940s. Our students are actively involved in producing sports media content and assisting in live sports productions with all the major networks. The School of Media and Strategic Communications is the largest program in the College of Arts & Sciences, the largest college at OSU. This is the second endowed chair the School has established recently, joining the Peggy Welch Chair in Strategic Communication.

About Oklahoma State University:

OSU is a research-oriented, land grant institution dedicated to the advancement and dissemination of knowledge central to a liberal education for all students. Additionally, the 22,000-plus students and more than 1,500 faculty are known for their loyalty to and enthusiasm for all OSU sports teams, creating an environment that is conducive to research and teaching in sport and the media. OSU competes in the Big 12 Conference and also offers many opportunities for professional liaison.

Application procedure:

Applications received by October 31, 2012, will be fully considered, but applications will be accepted until the position is filled. To apply, send a letter of application, a statement of vision for the professorship, curriculum vitae and the names, email addresses and telephone numbers of five references to:

Mike Sowell, Chair
Welch-Bridgewater Chair Search Committee
School of Media and Strategic Communications
206 Paul Miller Building
Oklahoma State University
Stillwater, OK 74078-4053

Applications also may be submitted to melissa.powers@okstate.edu.

If you wish to have more information about this position, please email the chair of the search committee at mike.sowell@okstate.edu.

Oklahoma State University is an AA/EEO/E-Verify employer. OSU-Stillwater is a tobacco-free campus.

Oklahoma State University
Assistant Professor of Multimedia Journalism
Tenure-Track Appointment
Start date: Fall 2014

The School of Media & Strategic Communications, Oklahoma State University, invites applications for a tenure-track Assistant Professor in its multimedia journalism degree program. The successful candidate must be conversant in multimedia journalism and should be able to teach a wide variety of courses in this area. The successful candidate will be enthusiastic about developing scholarship and teaching in multimedia journalism and will be willing to work in an experimental and developing environment.

Application requirements

Candidates should have a Ph.D. or another appropriate doctoral degree or ABD in an appropriate field. The applicant should be able to teach courses such as multimedia reporting, advanced multimedia reporting, advanced writing, public affairs reporting, or multimedia editing and should be able to conduct the capstone course in multimedia journalism. The successful candidate will have the opportunity to teach at the graduate level in media ethics, process and effects, and other graduate level courses in journalism and mass communication. Knowledge of and experience with the new media environment is required. Candidates with a strong multicultural background or international experience are encouraged to apply. An active agenda of scholarly research and publication is a requirement. Candidates should have appropriate professional experience.

About the School of Media & Strategic Communications

The School of Media & Strategic Communications at Oklahoma State University is nationally recognized for producing outstanding practitioners in all mass communication areas and has been continuously accredited by the ACEJMC since 1948. It is one of the largest programs in the College of Arts & Sciences, the largest college at OSU.

About Oklahoma State University

OSU is a research oriented, land grant institution dedicated to the advancement and dissemination of knowledge central to a liberal education for all students. It has more than 22,000 students on three campuses and more than 1,500 faculty members.

Application procedure

Review of applications will begin immediately and continue until the position is filled. To be fully considered for this position, send a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of three references by October 31, 2013 to:

Chair of the Search Committee
Assistant Professor in Multimedia Journalism
School of Media and Strategic Communications
206 Paul Miller Building
Oklahoma State University
Stillwater, OK 74078-4053

For more information about this position, you are welcome to e-mail the director of the school, Dr. Derina Holtzhausen, at derina.holtzhausen@okstate.edu.

Position is contingent upon available funding.

Oklahoma State University is an AA/EEO/E-Verify employer. OSU-Stillwater is a tobacco-free campus.

Oklahoma State University
Associate/Full Professor in Multimedia Journalism
9-month Tenured Position
Start date: Fall 2014

The School of Media & Strategic Communications invites applications for a nine-month tenured position at the level of Associate or Full Professor in its multimedia journalism program.

The successful candidate must be conversant with all aspects of multimedia journalism, and should be able to teach a wide variety of courses in this area. Preferably, the candidate will have experience of and interest in aspects of entrepreneurial journalism and media ethics and will be expected to bring perspectives on diversity into the curriculum. The successful candidate should have an established research record and demonstrate an ability to be an effective teacher in multimedia journalism and should be willing to work in an experimental and developing environment.

The successful candidate will be encouraged to develop and improve curricula that will enhance the multimedia program at both undergraduate and graduate level. Additionally, the candidate will be expected to supervise masters' theses and serve on some departmental, college or university committees.

Application requirements

A Ph.D. or a doctoral degree in an appropriate field is required. The applicant should already be tenured at an established research university. Candidates who have an interest in sport will have the opportunity to teach courses in the sports media degree. Knowledge of and experience with the new media environment is required. Candidates with an interest in diversity issues, a strong multicultural background or international experience are encouraged to apply. An active agenda of scholarly research and publication is required. Candidates should have professional experience in an appropriate area.

About the School of Media & Strategic Communications

The School of Media & Strategic Communications at Oklahoma State University is nationally recognized for producing outstanding practitioners in all mass communication areas and has been continuously accredited by the ACEJMC since 1948. It is one of the largest programs in the College of Arts & Sciences, the largest college at OSU. This appointment is part of a process to strengthen the multimedia program and the research and scholarly abilities of the school, which will ultimately lead to a new doctoral program. Faculty members represent a wide variety of research interests and provide a nurturing environment for new faculty.

About Oklahoma State University

OSU is a research oriented, land grant institution dedicated to the advancement and dissemination of knowledge central to a liberal education for all students. It has more than 22,000 students on three campuses and more than 1,500 faculty members.

Application procedure

Review of applications will begin immediately. To be fully considered for this position, send a letter of application, curriculum vita, and the names, addresses, and telephone numbers of three references by October 31, 2013 to:

The Search Committee Chair
Associate/Full Professor in Multimedia Journalism
School of Media and Strategic Communications
206 Paul Miller Building
Oklahoma State University
Stillwater, OK 74078-4053

For more information about this position, you are welcome to e-mail the director of the school, Dr. Derina Holtzhausen, at derina.holtzhausen@okstate.edu.

Position is contingent upon available funding.

Oklahoma State University is an AA/EEO/E-Verify employer. OSU-Stillwater is a tobacco-free campus.

Oklahoma State University
Assistant Professor in Sports Media
9-month Tenure-Track Position
Start date: Fall 2014

The School of Media & Strategic Communications invites applications for a nine-month tenure-track position at the level of Assistant Professor in its Sports Media program.

The successful candidate will have an established research agenda in the field of sports media and should be able to teach in at least one, and preferably two, of the following areas within the Sports Media major: (1) Multimedia Journalism, (2) Sports Production, (3) Sports Information/Public Relations.

The successful candidate will have the opportunity to teach at the graduate level. Online teaching experience will be an asset. The candidate will be expected to supervise masters' theses and serve on some departmental, college or university committees.

Application requirements

Candidates should have a Ph.D. or a doctoral degree in an appropriate field. ABDs will be considered so long as their terminal degree is successfully completed by the time of the appointment. Candidates who have an interest in diversity issues and have a strong multicultural background or international experience are encouraged to apply. An active agenda of scholarly research is required. Candidates should have professional experience in an appropriate area, e.g. sports journalism, sports media production, sports PR, sports information, sports marketing, or sports social media. Knowledge of and experience with the new media environment also is required.

About the School of Media & Strategic Communications

The School of Media & Strategic Communications at Oklahoma State University is nationally recognized for producing outstanding practitioners in all mass communication areas and has been continuously accredited by the ACEJMC since 1948. It is one of the largest programs in the College of Arts & Sciences, the largest college at OSU. This appointment is part of a process to strengthen the sports media program and the research and scholarly abilities of the school, which will ultimately lead to a new a doctoral program. Faculty members represent a wide variety of research interests and provide a nurturing environment for new faculty.

About the Sports Media program

The Oklahoma State University undergraduate Sports Media program is the largest of its kind in the United States with more than 165 stand-alone majors in its three specializations and growing rapidly. The Oklahoma State University chapter of the Association for Women in Sports Media (AWSM) won the national organization's first ever Student Chapter of the Year award in 2013, while the Sports Media Club has more than 120 members. Successful candidates will have the opportunity to fill an advising role for these clubs. Each of the program's current faculty members possesses extensive practitioner experience in sports media and a research focus in

the field. Students have the opportunity to garner professional and student media experience covering or working for major sports organizations, such as Oklahoma State athletics, the Oklahoma City Thunder, ESPN, Fox Sports, the state's major television networks, and newspapers and online news media. Most of the state's major sports media outlets have hired Oklahoma State students full-time or as interns in recent years.

About Oklahoma State University

OSU is a research oriented, land grant institution dedicated to the advancement and dissemination of knowledge central to a liberal education for all students. It has more than 22,000 students on three campuses and more than 1,500 faculty members.

Application procedure

Review of applications will begin March 1, 2014. Preference will be given to candidates who apply by this date; however, applications will be accepted until the search is complete. To apply, send a letter of interest, curriculum vitae, and three letters of reference to:

Chair, Assistant Professor of Sports Media Search Committee
School of Media and Strategic Communications
206 Paul Miller Building
Oklahoma State University
Stillwater, OK 74078-4053

Applications also may be submitted as email attachments to melissa.powers@okstate.edu. If you wish to learn more information about this position, please email the chair of the search committee at edward.kian@okstate.edu

Oklahoma State University is an AA/EEO/E-Verify employer committed to diversity. All qualified applicants will receive consideration for employment and will not be discriminated against based on race, color, religion, sex, national origin, disability or protected veteran status. OSU-Stillwater is a tobacco-free campus.



School of Media & Strategic Communications
Oklahoma State University

Clinical Assistant Professor

The rapidly growing School of Media & Strategic Communications at Oklahoma State University is seeking a strategic communications professional with teaching experience to fill a Clinical Assistant Professor position beginning August 2015. This position is a continuing non-tenure track appointment, conditional upon satisfactory annual performance evaluations by the director of the School. The position will teach a slightly larger number of courses than tenure track faculty, provide service and committee responsibilities, but will not have a scholarly or creative expectation. Primary teaching emphasis will be in Persuasive Writing and Media Style & Structure. These courses combine class lectures and labs while introducing students to the fundamental writing styles and objectives required to convey information in different media, as well as the language of persuasive communication and the techniques of persuasive message strategy. Relevant professional experience is required. Master's degree is required with emphasis in strategic communications or closely related field.

Submit application letter, curriculum vitae, transcripts and names, addresses and telephone numbers of three references to Chair, Clinical Assistant Professor Search Committee, School of Media & Strategic Communications, Oklahoma State University, 206 Paul Miller Bldg., Stillwater, OK 74074-4053. Review of applicants will begin March 1, 2015 and continue until the position is filled. Position is contingent upon available funding.

Oklahoma State University is an Affirmative Action/Equal Opportunity/E-verify employer committed to diversity and all qualified applicants will receive consideration for employment and will not be discriminated against based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status. OSU is a VEVRAA Federal Contractor and desires priority referrals of protected veterans for its openings. OSU-Stillwater is a tobacco-free campus.



School of Media & Strategic Communications
Oklahoma State University

Clinical Assistant Professor

The rapidly growing School of Media & Strategic Communications at Oklahoma State University is seeking a strategic communications professional with teaching experience to fill a Clinical Assistant Professor position beginning August 2016. This position is a continuing non-tenure track appointment, conditional upon satisfactory annual performance evaluations by the director of the School. The position will teach a slightly larger number of courses than tenure track faculty, provide service and committee responsibilities, but will not have a scholarly or creative expectation. Primary teaching emphasis will be in Persuasive Writing and Media Style & Structure. These courses combine class lectures and labs while introducing students to the fundamental writing styles and objectives required to convey information in different media, as well as the language of persuasive communication and the techniques of persuasive message strategy. Relevant professional experience is required. Master's degree is required with emphasis in strategic communications or closely related field.

Submit application letter, curriculum vitae, transcripts and names, addresses and telephone numbers of three references to Melissa Coldiron, School of Media & Strategic Communications, Oklahoma State University, 206 Paul Miller Bldg., Stillwater, OK 74078-4053. Review of applicants will begin immediately and continue until the position is filled. For full consideration, applications should reach the school by April 1, 2016. Position is contingent upon available funding.

Oklahoma State University is an Affirmative Action/Equal Opportunity/E-verify employer committed to diversity and all qualified applicants will receive consideration for employment and will not be discriminated against based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status. OSU is a VEVRAA Federal Contractor and desires priority referrals of protected veterans for its openings. OSU-Stillwater is a tobacco-free campus.



School of Media and Strategic Communications
Oklahoma State University

The School of Media and Strategic Communications at Oklahoma State University seeks a Visiting Assistant Professor to teach four sections total per semester to include SC 3753, Graphic Design for Strategic Communications and SC 3603, Copywriting and Creative Strategy during the Fall 2016/ Spring 2017 academic year. The successful candidate will be able to teach these courses based on significant professional experience. These courses combine class lectures and labs while introducing students to graphic design focusing on elements used in strategic communication to include both traditional media and new media, along with emphasis on developing creative strategy in the context of an advertising campaign with in-depth skills development in advertising copywriting across all media and formats. Minimum qualifications for this position include a professional background in graphic design, plus teaching experience. Master's degree is required with emphasis in strategic communications or closely related field.

Submit letter of interest, resume and three letters of reference to Melissa Coldiron, School of Media and Strategic Communications, Oklahoma State University, 206 Paul Miller Bldg., Stillwater, OK 74074-4053. Review of applicants will begin May 1, 2016 and will continue until the position is filled.

Oklahoma State University is an Affirmative Action/Equal Opportunity/Equal Opportunity employer committed to diversity and all qualified applicants will receive consideration for employment and will not be discriminated against based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status. OSU is a VEVRAA Federal Contractor and desires priority referrals of protected veterans for its openings. OSU-Stillwater is a tobacco-free campus.



School of Media and Strategic Communications
Oklahoma State University

The School of Media and Strategic Communications at Oklahoma State University seeks a Lecturer to teach various courses within our strategic communications sequence. The qualified candidate must be able to teach SC 3953, Research Methods for Strategic Communications, and SC 3603, Copywriting and Creative Strategy during the 2017-2018 academic year. These courses combine class lectures and labs while introducing students to in-depth skills development in advertising copywriting across all media formats, as well as providing an overview of strategic communication research, with emphasis on its application to the development and evaluation of the strategic communication message. Minimum qualifications for this position include a professional background in strategic communication, plus teaching experience. Master's degree is required with emphasis in strategic communication or closely related field.

Submit letter of interest, resume and names, addresses and telephone numbers of three references to Melissa Coldiron, School of Media and Strategic Communications, Oklahoma State University, 206 Paul Miller Bldg., Stillwater, OK 74074-4053. Review of applicants will begin April 15, 2017 and will continue until the position is filled.

Oklahoma State University is an Affirmative Action/Equal Opportunity/E-verify employer committed to diversity and all qualified applicants will receive consideration for employment and will not be discriminated against based on age, race, color, religion, sex, sexual orientation, genetic information, gender identity, national origin, disability, protected veteran status, or other protected category. OSU is a VEVRAA Federal Contractor and desires priority referrals of protected veterans for its openings. OSU will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information.

Oklahoma State University
Assistant Professor
Tenure-Track Appointment
Start date: August 2017

The School of Media & Strategic Communications at Oklahoma State University invites applications for a tenure-track Assistant Professor in one of our three degree programs (strategic communications, multimedia journalism and sports media). The successful candidate must be able to teach a wide variety of courses in one of the three areas. The successful candidate will also be enthusiastic about developing and continuing an active research agenda.

Application requirements

A terminal degree at the time of employment is required. The applicant should be able to teach intermediate courses in their area of specialty and should be able to lead the capstone course. Qualified candidates will have the opportunity to teach at the graduate level. Knowledge of, and experience with, the new media environment is required. Candidates with a strong multicultural background or international experience are encouraged to apply. An active agenda of scholarly research and publication is preferred. Candidates should have appropriate professional industry experience.

About the School of Media & Strategic Communications

The School of Media & Strategic Communications at Oklahoma State University is nationally recognized for producing outstanding practitioners in all mass communication areas and has been continuously accredited by the ACEJMC since 1948. It is one of the largest programs in the College of Arts & Sciences, the largest college at OSU.

About Oklahoma State University

OSU is a research-oriented, land grant institution dedicated to the advancement and dissemination of knowledge central to a liberal education for all students. It has more than 22,000 students on four campuses and more than 1,500 faculty members.

Application procedure

Review of applications will begin immediately and continue until the position is filled. To be fully considered for this position, send a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of three references by November 21, 2016 to:

Melissa Coldiron, Administrative Associate
School of Media and Strategic Communications
206 Paul Miller Building
Oklahoma State University
Stillwater, OK 74078-4053

For more information about this position, you are welcome to e-mail the director of the school, Craig Freeman, at freemanc@okstate.edu.

Position is contingent upon available funding.

Oklahoma State University is an Affirmative Action/Equal Opportunity/E-verify employer committed to diversity and all qualified applicants will receive consideration for employment and will not be discriminated against based on age, race, color, religion, sex, sexual orientation, genetic information, gender identity, national origin, disability, protected veteran status, or other protected category. OSU is a VEVRAA Federal Contractor and desires priority referrals of protected veterans for its openings. OSU will not discharge or in any other manner discriminate

against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information.



School of Media & Strategic Communications
Oklahoma State University

Assistant Professor of Professional Practice

The rapidly growing School of Media & Strategic Communications at Oklahoma State University is seeking a strategic communications professional with teaching experience to fill an Assistant Professor of Professional Practice position beginning August 2019. This position is a continuing non-tenure track appointment, conditional upon satisfactory annual performance evaluations by the director of the School. The position will teach a slightly larger number of courses than tenure track faculty, provide service and committee responsibilities, but will not have a scholarly or creative expectation. Primary teaching emphasis will be in Persuasive Writing and Media Style & Structure. These courses combine class lectures and labs while introducing students to the fundamental writing styles and objectives required to convey information in different media, as well as the language of persuasive communication and the techniques of persuasive message strategy. Relevant professional experience is required. Master's degree is required with emphasis in strategic communications or closely related field.

Submit application letter, curriculum vitae, transcripts and names, addresses and telephone numbers of three references to Melissa Coldiron, Assistant Professor of Professional Practice Search Committee, School of Media & Strategic Communications, Oklahoma State University, 206 Paul Miller Bldg., Stillwater, OK 74074-4053. Review of applicants will begin March 1, 2019 and continue until the position is filled. Position is contingent upon available funding.

Oklahoma State University, as an equal opportunity employer, complies with all applicable federal and state laws regarding non-discrimination and affirmative action. Oklahoma State University is committed to a policy of equal opportunity for all individuals and does not discriminate based on race, religion, age, sex, color, national origin, marital status, sexual orientation, gender identity/expression, disability, or veteran status with regard to employment, educational programs and activities, and/or admissions. For more information, visit <https://eeo.okstate.edu>.

Appendix 4-2 - SMSC Promotion & Tenure Document

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Policy on Reappointment, Promotion, Tenure and Cumulative Review

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School of Media & Strategic Communications
Oklahoma State University
Stillwater, Oklahoma

Approved by the Faculty - May 1992

Revised 5/97, 11/98, 2/02, 2/13, 10/13, 8/15, 1/16, 4/16

Criteria, Standards and Procedures
for Appointment, Evaluation, Tenure, Promotion and Cumulative Review
School of Media & Strategic Communications
Oklahoma State University

I. GOALS AND OBJECTIVES

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I. GOALS AND OBJECTIVES

The professorate is more than a singular pursuit. It requires a mosaic of contributions through quality teaching, meaningful research/creative endeavors, and dedicated service.

The School of Media & Strategic Communications (SMSC) serves a variety of constituencies — students who need competent instruction, media organizations that benefit from public service, a university community that recognizes the centrality of communications, the academy that benefits from meaningful research and a society-at-large that becomes better informed through the creation and application of knowledge in the discipline.

These responsibilities require a faculty with an appropriate balance of professional experience, academic credentials, teaching excellence and a commitment to extend knowledge beyond the campus through scholarly publication, creative endeavors and public service.

A faculty must match a program's goals. As an academic unit with a strong professional component at the undergraduate level, the School of Media & Strategic Communications seeks to impart to students:

1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.
2. An understanding of the relevance of human diversity in mass communications.
3. An understanding of the history and social role of mass communications.
4. The ability for critical, creative and individual thinking.
5. An understanding of the relevant theories and concepts of mass communications.
6. An understanding of the methods and techniques of research and information gathering.
7. Appropriate writing, editing and production techniques in mass communications.
8. An understanding of relevant planning and management methods in mass communications.

Beyond the classroom, the School expects its faculty members to contribute in each of these areas:

- Scholarly research or creative endeavors or both that extend and apply knowledge.
- Service to the university, to the profession and to the public, in keeping with the university's land-grant heritage.
- Advancing the reputation and impact of Oklahoma State University in the state, the nation and the world.

The School seeks to appoint, grant tenure and promote those candidates whose quality, quantity and diversity of talents best serve these goals.

This document provides the criteria, standards and procedures for evaluation of faculty performance in achieving this mission in instruction, scholarship and service. It is a document consistent with the policies and procedures for appointment, evaluation, tenure and promotion and cumulative review established in the OSU Faculty Handbook.

II. COMPOSITION AND OPERATION OF THE PERSONNEL COMMITTEE

A. General Statement of the Duties of the Personnel Committee

The duties of the Personnel Committee are to advise on appointment, reappointment, tenure, promotion and cumulative review. The committee also advises and assists the School Director in appointing ad hoc search committees of faculty members. The Personnel Committee also will assist the Director in developing a suitable description for the position of the search. A member of the Personnel Committee shall serve on each search committee. Each search committee shall elect a tenured faculty member as its chair. Members of the Personnel Committee are eligible to serve on ad hoc committees.

To assist with and facilitate faculty development, the Personnel Committee will meet with all untenured faculty members early in the fall semester to ensure proper mentoring. The committee will advise the Director in providing a tenured faculty mentor for each untenured faculty member.

1. Duties Regarding Reappointment, Tenure, Promotion and Cumulative Review

The Personnel Committee will review and process requests on reappointment, tenure, promotion and cumulative review when the individual faculty member, a member of the Personnel Committee or the School's Director presents them. It will act on matters according to established School, College and University policies.

2. Procedures Regarding Reappointment, Tenure, Promotion and Cumulative Review

In reappointment, tenure, promotion and cumulative review deliberations, all members of the Personnel Committee must be present. All tenured faculty members are eligible and encouraged to participate and vote on such personnel actions. Any minority opinions must be included in the committee's recommendation letter if there is a split vote.

B. Composition of the Personnel Committee

The Personnel Committee of the School of Media & Strategic Communications will be composed of at least three but no more than five tenured faculty members on a 100 percent FTE appointment in the School. Faculty members who are undergoing cumulative review must recuse themselves from consideration of their own cumulative review but will still retain eligibility as members of the committee. Committee members are elected to a one-year term at the beginning of each academic year. All faculty members with a 100 percent FTE appointment in the School are eligible to participate in the election of the committee members.

If a unit cannot complete its personnel committee with voting faculty of appropriate rank from within the unit, members of the committee in consultation with the unit administrator will solicit faculty from similar departments or disciplines at the University to assist the personnel committee with the review and recommendation.

C. Officers of the Committee

Members of the Personnel Committee will elect a chair at the first meeting each year.

D. Meetings of the Committee

The Personnel Committee will meet upon call by the committee chair, by the School Director or by a signed petition from a majority of all faculty members with a 100 percent FTE appointment in the School.

Robert's Rules of Order will be the standard for committee procedures.

E. Confidentiality of Deliberations

All deliberations of the Personnel Committee regarding reappointment, tenure, promotion and cumulative review will be confidential.

F. Notification of the Candidate

The School's Director will notify the candidate when he or she is to be considered for reappointment, tenure, promotion or cumulative review and the candidate will be invited to submit evidence supporting the candidacy. The candidate will have separate meetings early in the fall semester with the School's director to discuss policies for their personnel action. The director will provide the candidate and the Personnel Committee with a schedule of when the School's materials are due. The faculty member and the School Director share responsibility for preparing the documentation file that is forwarded to the Dean's Office and that is described elsewhere in this document.

When the Personnel Committee's recommendation is complete, it will inform the candidate of the recommendation and deliver to the candidate a copy of the original letter concerning the action as well as a copy to the Director. The original recommendation letter will be added to the documentation file for review by the School Director.

III. PROCEDURES FOR ANNUAL EVALUATIONS

The criteria for assessing faculty performance described below are used to judge the level of quality in teaching, research/creative endeavors and service for each of the evaluation procedures conducted in the School. These include initial appointment to faculty positions, annual review of all faculty members for merit salary increases, reappointment of both tenure-track and annually appointed faculty, the tenure review process (which includes reappointment and the review for tenure) cumulative review and promotion in rank. A description of the application of these criteria and standards for each procedure follows.

With the exception of the initial faculty appointment, the procedures described below rely on documentary evidence for faculty performance. These materials are submitted annually by all faculty members. Use of the “Appraisal and Development” (A & D) form provides a standardized reporting mechanism. All faculty members should use the form and attach other supporting materials to document their work in teaching, research/creative endeavors and service.

A. Initial Appointment

Candidates are recommended for initial appointment only after the School’s faculty has assessed the candidate’s level and quality of academic preparation, professional experience and potential contributions as a faculty member.

During the search for a new faculty member, the expected credentials must be clearly stated in the job description, which must be circulated nationally. The letter of offer will clearly state the performance expectations of the faculty member in terms of eligibility for tenure and promotion.

In the case of a tenure-track appointment the faculty member customarily goes through a mid-tenure review as specified by the College of Arts & Sciences. Appointment with tenure is possible at the level of associate professor or professor.

1. Traditional Academic Appointment – Tenure Track

A doctoral degree is the usual prerequisite for appointment to one of the academic ranks in the School. An appointment at the rank of lecturer may be made in anticipation of obtaining the terminal degree. When such an appointment is made, it will be with the written agreement that the doctorate must be obtained within a specified time to qualify for retention.

2. Professional Appointment – Tenure Track

When a candidate has such a high profile in her/his profession that the appointment will bring recognition and add to the School's national reputation and in such cases that an appointment at the level of a clinical professor is not appropriate, a candidate without a terminal degree shall be considered for a tenure track appointment. Although the School recognizes that accomplishments or experience other than the terminal degree may qualify a candidate for a tenure track appointment, these candidates will be held to the same standards and level of performance as their tenure-track peers in terms of teaching, research/creative activity and service and have the same requirements for promotion and tenure.

3. Non-Tenure Track Appointments

As noted in OSU Policy and Procedures 2-0903, "Clinical faculty appointments are renewable term, nontenure track appointments at the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor and Clinical Professor." Clinical appointments are intended to offer a career path to individuals who have professional experience and qualifications, in contrast to the traditional teaching, research and service experience and qualifications of tenure-track faculty.

Clinical Instructors, Clinical Assistant Professors, and Clinical Associate Professors will be eligible to seek promotion after appropriate time of service in rank.

B. Annual Merit Evaluation

The School uses the calendar year as the period for annual faculty evaluations. The following section outlines the procedures and requirements for annual evaluation of all faculty members.

1. Annual Review Materials

Each faculty member shall submit an annual summary of activities using the Appraisal and Development Form, along with supporting materials, for the preceding calendar year only. The faculty member will also provide an updated vita.

Materials to be used in assessing teaching performance shall be in accord with the SMSC evaluation of teaching policy. For research/creative work, the faculty member shall submit copies or evidence of any work published or produced during the calendar year. For work in progress, the faculty member shall submit materials to demonstrate the work that has been done to date, along with an estimate of the eventual outcome(s) of the project. For service, the faculty member should provide supporting materials beyond the listing of service activities, especially for external and professional service or activity as an officer of an academic or professional organization. Supporting materials can be in the form of announcements, meeting documents, websites or letters.

2. Conduct of Evaluations

The Director shall prepare a written annual evaluation for each faculty member at least two weeks before the university deadline for faculty evaluations.

The Director will assess each faculty member's performance in each area of work for which time was allocated as "outstanding," "excellent," "good," "minimal" or "inadequate." The Director will also make an overall assessment of each faculty member's performance, again using one of the five assessment categories listed above.

Each faculty member will have the opportunity to review the written evaluation before it is submitted to the next administrative level. Faculty members will schedule a meeting to discuss the evaluation with the director before the evaluation is submitted to the next administrative level. Each faculty member must sign a statement acknowledging the opportunity to review the evaluation with the director. If there is a disagreement between the faculty member and the Director over the appraisal statement that is not resolved during the meeting, both the faculty member and the Director should consult the OSU Policies and Procedures 2-0112 par. 2.07 to learn their options.

3. Evaluation Criteria

The following assessment categories are used to evaluate faculty. Each category is defined as stated below and in Section 4 of this document.

Category A: Outstanding (Performance exceeds all expectations associated with the faculty position. The faculty member's work brings honor and/or recognition to the School's reputation at the state, regional, national or international level.)

- In research, the faculty member has produced research or creative activity of the highest level, which has brought honor and/or recognition to the state, regional, national or international reputation of the School;
- In teaching, the faculty member consistently provides outstanding instruction (including any awards associated with classroom performance and/or pedagogy);
- The faculty member has a record of outstanding service that has brought honor and/or recognition to the department and/or university and/or the profession at the state, regional, national or international level.

Category B: Excellent (Performance creates original and/or significant contributions beyond expectations associated with the faculty position. The faculty member's work enhances to School's reputation at the state, regional, national or international level.)

- In research, the faculty member has an excellent record of scholarly or creative activity that has contributed to the state, regional, national or international reputation of the School;
- In teaching, the faculty member consistently provides excellent instruction;
- The faculty member has an excellent record of service to the department and/or university and/or the profession at the state, regional, national or international level.

Category C: Good (Performance more than meets expectations associated with the faculty position. The faculty member's work benefits the School's reputation at the state, regional, national or international level).

- In research, the faculty member has a good record of scholarly or creative activity that has contributed to the state, regional, national or international reputation of the School;
- in teaching, the faculty member consistently provides good instruction;
- the faculty member has a good record of service to the department and/or university and/or the profession at the state, regional, national or international level.

Category D: Minimal (Performance meets only minimum expectations associated with the faculty position. The faculty member's work has minimal impact on the School's reputation at the state, regional, national or international level.

- In research, the faculty member maintains minimum record of scholarly or creative activity;
- In teaching, the faculty member maintains acceptable record of instruction;
- The faculty member maintains minimum record of service to the department and/or university and/or the profession at the state, regional, national or international level.

Category E: Inadequate (Performance fails to meet minimum expectations associated with the faculty position. The faculty member's work diminishes the School's reputation at the state, regional, national or international level.

- In research, the faculty member fails to maintain minimum record of scholarly or creative activity;
- In teaching, the faculty member fails to maintain minimum acceptable record of instruction;
- The faculty member fails to maintain minimum record of service to the department and/or university and/or the profession at the state, regional, national or international level.

IV. PERFORMANCE CRITERIA

The evaluation of faculty is based on the quality of performance in teaching, research and/or creative endeavors and service. Faculty provide evidence for this performance on an annual basis by compiling materials that establish the range, quality and context for the work they have accomplished in each of these areas.

The following guidelines and criteria are provided to suggest the standards against which a faculty member's performance will be assessed in each of the three areas of faculty responsibility.

A. Teaching

Teaching encompasses a range of faculty activity, including planning and teaching courses, creation of courses, student advising and supervision of graduate students.

Most of the information available for making an assessment of the success and quality of teaching is subjective rather than objective. As a result, the School uses a variety of criteria for the evaluation of teaching.

Each faculty member, as part of the reappointment, tenure and promotion or cumulative review process, shall prepare a compilation of materials on the courses taught and other teaching activities accomplished since their initial appointment or most recent promotion. The School expects the following types of information as part of this "portfolio" approach.

- Evidence of effectiveness in classes and/or labs.
- Appropriate preparation of syllabi and instructional material.
- Evidence of the appropriateness of methods for measuring student achievement
- Reports of student evaluations.
- A self-report on non-classroom instructional and curriculum-related activity.
- Evidence of performance in student advising such as on a thesis committee or independent study supervisor.

1. Classroom/Lab Teaching

Each faculty member will provide a summary report on activities associated with assigned class sections during the year. Providing context is the primary purpose of the summary report. It should begin with a listing of each course, of the enrollment in the course and of the type of course (lecture, lab, etc.), followed by a statement on how often and how many times the faculty member has taught each course. In the rest of the report, the faculty member may address course content and strategies, efforts to revise or introduce innovations into courses, collaboration with other faculty members on course development, development of new courses, and preparation for teaching an existing course for the first time. The summary report must also address how the faculty member gets feedback from students about the instruction in courses.

The summary report should also include the faculty member's analysis of any special circumstances that may have an effect on the quality of instruction. Such circumstances can include factors such as class size, whether a class is required or is elective, whether a class is graduate level and the stringency of academic or professional standards used in a class.

2. Syllabi and Instructional Materials

Faculty members shall provide copies of their syllabi. Examples of major instructional materials also may be provided.

SMSC course syllabi must include:

- Statement of course purpose, goals, objectives and student learning outcomes;
- Assigned textbook/readings and course readings list;
- Statement of student grading and assessment standards and procedures;
- Schedule of class dates and topics;
- Listing of assignments, graded projects and examinations;
- Faculty office hours, address, phone number and email.

Faculty members are to submit copies of syllabi to the Director's office by the beginning of classes for each semester, summer session or intersession. If modifications are made to a syllabus, the revised version should be filed with the School with the date of revision marked.

3. Measuring Student Achievement

Appraisal of the appropriateness of methods for measuring student achievement calls for faculty members to report on how the courses they teach relate to the Eight Learning Outcomes for the School, which are tied to the AECJMC accreditation standards. In general, the faculty member should explicitly state the academic and/or professional standards that are being applied and how measuring student achievement promotes the meeting of those standards. This portion of the teaching portfolio will also provide information relevant to assessment of student outcomes for the school as a whole.

4. Student Evaluations of Teaching

Statistical forms students complete for evaluation of the effectiveness of teaching are a useful but subsidiary part of the annual evaluation of the teaching performance of faculty members in the School. Their usefulness is mainly in helping to assess teaching over an extended period, however, rather than a semester at a time. The School's course schedule each semester includes many types

of classes such as large undergraduate lectures, small professional lab classes, large required core curriculum courses, small undergraduate academic classes and small graduate classes. Comparison of results in SMSC classes to classes throughout the university is untrustworthy because of the number of low-enrollment sections in the school and because of the essential professional standards in required classes.

Students evaluate faculty members using the OSU course evaluation form for each course section they teach. Faculty members must be evaluated using these forms each semester for each course they teach. All faculty members are urged to get feedback by encouraging students' written comments and by providing supplementary questions beyond those on the standard evaluation forms. Administration of student evaluation forms is to occur without the instructor present.

Faculty members are responsible for providing copies of the summary forms for evaluations and of any written student comments.

5. Non-Class Instructional and Curriculum-Related Activity

Faculty members who arrange, direct and supervise students in a media practicum section, independent study, internships and graduate theses should submit information about those activities.

Advising of graduate students, service as the chair or a member of a graduate student's committee and advisory work with graduate students on research or other projects should be addressed in this subsection.

Training and/or supervision of graduate teaching assistants should be addressed in this subsection.

Other types of activities that should be addressed in this part of the portfolio include voluntary teaching in other faculty members' classes, work with groups of faculty members on course development and revision, and mentoring of faculty members in their teaching.

Evidence of activity outside of the School in pedagogical or academic work should also be submitted in this part of the portfolio.

6. Advising

Advising of thesis, honors projects or independent study is considered part of teaching for purposes of the annual evaluation. Efforts in career and professional advising should be addressed here as well. Those who engage in such advising should provide any materials or documentation that will help in the performance review.

B. Research/Creative Work

Our faculty and students seek to contribute to a greater understanding of the power and impact of mass communications and work toward their improvement as a mechanism for ensuring the freedoms of a democratic society. Faculty in the SMSC are expected to make original intellectual or artistic contributions through scholarship, either as original research, creative work in journalism and mass communications, interdisciplinary scholarly work, guiding graduate students' research or the use of specialized knowledge to address significant social or professional problems.

Communication research is not a narrow, or even easily defined, endeavor. Our discipline encompasses scholars in law and the medical sciences, as well as all of the social sciences. Research and creative endeavors in our discipline routinely appear not only in mass communication outlets but also in professional and scholarly outlets in related fields, such as, business, law, medical, health, history, psychology, art, education and in other social science and natural scientific venues.

Because our discipline has a strong professional orientation, scholarship in our discipline can also constitute creative endeavors in any of the mass media. Because assessments of quality are important in the academy, we believe all professional and creative work should be externally evaluated, in whatever manner is appropriate to the work, so that colleagues who are not in our discipline can independently determine the quality of professional or creative activity for purposes

of annual review, tenure and promotion.

1. The Nature of Research and Creative Work for Our Discipline

Evaluation of faculty performance in this domain is focused on (but is not necessarily limited to) these items listed in alphabetical order:

- Articles in academic journals (including on-line journals)
- Articles in law journals or law reviews (including on-line journals)
- Academic Conference paper presentations
- Book or Article reviews
- Books
- Bulletins
- Chapters in books or articles in anthologies
- Citations of one's work
- Conference or meeting proceedings
- Final reports from grant activities
- Grant applications and extramural funding
- In-house publications
- Magazine articles
- Miscellaneous printed reports
- Multimedia works
- Newspaper articles
- Online works
- Photographic works and exhibitions
- Radio/TV programs written
- Radio/TV programs produced
- Research or technical reports
- Trade publications
- Works in progress

2. Criteria for Evaluation of Research and Creative Endeavors

Keeping in mind the difficulty inherent in evaluating research and creative endeavors by merely counting the number of published works, evaluation of performance in this area must by necessity take into account the quality and significance of the work. Peer review is the standard for determining quality, which will vary according to the kind of publication, report or other format. Impact and significance of the work are also important indicators of quality.

Criteria appropriate for evaluating the quality of research and creative endeavors include such dimensions as the quality of journals, indicated by rejection rates and other measures of prestige. The nature of authorship (either first or sole authorship), or the nature of collaboration are also considerations. The candidate can also provide evidence of the quality of articles by citation, among other indices of an article's impact on the field. Sole and first authorship are deemed more meritorious than papers published as second or third (etc.) author, though evidence of collaborative skills is also important. Another indication of quality is a manuscript invited for revision and resubmission.

C. Service

Every faculty member is expected to make significant contributions to the School's wide range of constituencies. The service component involves contributions to the profession, the academic discipline, the university and the public.

When determining the faculty member's contribution, the focus is on the leadership level and the quality of involvement. Service cannot be the major grounds upon which tenure or promotion are based.

Faculty activities, as a general rule, are considered to be valid service to the profession, discipline or university, only when they are performed using competencies relevant to the faculty member's

role or area of specialization or both at the university. These categories are not intended to be hierarchical.

1. Service to the Profession

This includes assisting and sharing knowledge with a communication organization or audience. Criteria in this category are focused on (but not necessarily limited to) these items:

- Paid freelance work for a communication organization.
- Paid consulting work for a communication organization.
- Unpaid freelance or consulting work for a communication organization, other schools, government, etc.
- Representing the profession in public forums (e.g., expert testimony).
- Cultivating productive relations with outside constituents (newspapers, radio stations, advertising agencies, etc.).
- Professional Conference Presentations
- Professional Blog Posts

2. Service to the Academic Discipline

This includes taking an active role in scholarly associations and academic publications. Criteria in this category are focused on (but not necessarily limited to) these items:

- Holding an office, serving as a committee chair or other administrative responsibilities in an appropriate scholarly and professional organization.
- Planning and participating in programs, seminars and workshops that contribute to serving the School's professional and academic constituencies.
- Serving as journal editor or editorial board member for a professional organization's publication.
- Serving as a peer reviewer of articles, manuscripts submitted to refereed journals, book publishers.

- Serving as a peer reviewer of papers/abstracts for inclusion in proceedings or presentation at a professional meeting or both.
- Giving speeches and other activities that contribute to the discipline.
- Judging professional and academic contests related to the School's mission.
- Attending professional meetings.

3. Service to the University

This includes activities performed for the School, College or University. Criteria in this category are focused on (but not necessarily limited to) these items:

- Supervising student media and laboratories.
- Sponsoring and advising student organizations.
- Serving as chair of School, College and University committees.
- Serving as a member of School, College and University committees (Faculty Senate, Graduate Council, etc.)
- Serving as outside reviewer of candidates for tenure and promotion.
- Recruiting outstanding students to the School and engaging in promotional activities.
- Receipt of service awards, honors and grants.
- Participating in fundraising activities on behalf of the School.
- Mentoring faculty members.
- Attending School-sponsored activities (lectures, receptions, etc.).
- Attending and participating in School faculty meetings.

4. Service to the Public

This includes activities that faculty perform for the local, regional or national community in which they live. Criteria in this category are focused on (but not necessarily limited to) these items:

- Providing academic/professional expertise to the public.
- Serving as a member of various city, county, state and regional committees.
- Serving as a member of a community organization or service club (i.e. member of board of directors of a nonprofit agency, etc.).

5. Administrative Duties

This includes a range of administrative activities of faculty in the School who serve in a variety of management and administrative capacities, including the School's director, associate director for undergraduate affairs, associate director for graduate studies, program heads and other faculty with similar responsibilities.

V. PROCEDURES FOR REAPPOINTMENT, PROMOTION, TENURE AND CUMULATIVE REVIEW

A. Tenure, Reappointment and Cumulative Review

Qualifying for tenure and promotion derives from a balance of teaching, research/creative endeavors and service.

1. Standards for Tenure

Section 1.4.2 of the OSU Faculty Handbook provides guidelines for attainment of tenure. All rules enumerated below are subject to relevant sections of the OSU Policy & Procedures.

To attain tenure a faculty member must be evaluated at a level of “excellent” or higher in teaching and research/creative endeavors and at the level of “good” or higher in service. A favorable recommendation for the granting of tenure by tenured faculty is basically a prediction

that the faculty member under consideration will continue to perform at a same or greater level, post-tenure.

a. Teaching

Untenured faculty, to meet minimum requirements for tenure, should be assessed at the level of “good”; that is, the meeting of expectations, as a classroom teacher and mentor to students.

Should the faculty member wish to demonstrate excellence in this area, he or she might provide evidence of attainment of instructional awards; attainment of external grants devoted to the development of innovative teaching techniques and student advising or student performance assessment methods; the presentation at regional, national or international conferences of techniques and methods that advance pedagogy or the evaluation of student performance; or the publication of peer reviewed journal articles that address important or interesting attributes of teaching, measurement of student achievement or issues related to student advising or other relevant materials or both

b. Research and Creative Work

Quality work, in either academic publishing or through any given creative endeavor, must be recognized as such in some formal way by one’s peers if it is to have a chance at exerting influence in one’s discipline. The tenured faculty shall be willing to evaluate any reasonable example of scholarship or creative activity that addresses an interesting or important issue, area or process in mass communication. In exchange, the candidate must provide the tenured faculty with external evidence that the creative or scholarly activity has achieved recognition as an example of an interesting or important contribution to one’s field of study or creative endeavor, or has the likelihood of doing so post-tenure.

Generally speaking, the fewer scholarly or creative products a candidate has for tenure produces during probation, the more those products must demonstrate influence, or the likely prospect of influence, on one’s field of study or creative interest post-tenure. Therefore, candidates for tenure

are encouraged to produce as many scholarly or creative products as necessary to clearly demonstrate influence at present, or the likely prospect of influence on his or her area of interest post-tenure. What constitutes “as necessary” is that which gives the tenured faculty confidence that quality scholarship or creative activity will continue post-tenure once the pressure of attaining tenure is no longer present.

Excellence in research or creative endeavors might include convincing evidence of research or creative activity that has achieved demonstrable recognition in one’s field by virtue of its influence on that field, using contemporary and generally accepted measures of influence. Such evidence can include, but is not limited to, publication in peer-reviewed academic journals, academic awards or professional awards for creative work, external research grants or grants designed to finance creative endeavors or extensive citations of one’s work by other scholars in the various venues of scholarship.

c. Service

The demand for service outside the university is especially prevalent in communication. Therefore candidates for tenure are encouraged to reflect on their skills as communicators and, in so doing, how those skills might be applied to the service of external constituencies. On the other hand, work within the university is also considered to be valuable.

Service is seldom sufficient, in itself, to assure a candidate of tenure. Service should complement one’s teaching and research or creative activity. Therefore a candidate for tenure should be careful to apportion his or her time to service with this in mind.

2. Reappointment Procedures

Procedures for the reappointment review are similar to procedures for the tenure review and follow the criteria as set out in the OSU policies and procedures for reappointment. The Director is responsible for making the candidate's reappointment review file available to the School’s Personnel Committee at least 14 calendar days before a meeting to discuss the candidate's progress.

A cumulative record of documentation from previous A & D meetings will also be made available to the Personnel Committee. Based on the documentation provided, the Personnel Committee provides a written recommendation for reappointment to the Director. After reviewing the Personnel Committee's letter, the Director shall provide a letter to the candidate stating his/her recommendation for appointment, including a summary of faculty comments and suggestions. This letter of assessment and the faculty report will become a part of the candidate's reappointment file, which will be open to the candidate. The director will discuss the review and assessment with the candidate. If a negative assessment is made, the candidate has the right to submit a written response.

Comments also may be solicited from students, other relevant faculty members in the college or university and from outside reviewers.

The candidate's reappointment file and materials and a copy of the School's criteria and standards will be forwarded to the college advisory committee. The Dean will provide a letter to the candidate stating his/her recommendation for reappointment that includes a summary of recommendations from the college advisory committee.

3. Tenure Procedures

In accordance with the OSU Faculty Handbook (See Section 1.4.2), all faculty members in the penultimate year of probation will be automatically reviewed for tenure unless they resign. A faculty member may request an early tenure review. Ordinarily, this is done after consultation with the School Director and the tenured faculty members in the department.

The candidate compiles and submits a file that documents her or his professional accomplishments in accordance with the criteria, standards and guidelines the School established in this document.

The Personnel Committee of the School will advise the Director regarding the qualifications of the candidate for tenure and follow the criteria as set out in this document and in the OSU policies and procedures for tenure. The Director is responsible for making the candidate's file and the School's tenure criteria documents available to the Personnel Committee at least 14 calendar days before the scheduled meeting date to discuss the candidate's petition. A cumulative record of A & D documentation and any outside reviews the Personnel Committee has solicited will be included in the candidate's file materials.

When appropriate, comments are solicited from students and from other faculty members and department chairs/heads in the college or university.

Personnel Committee members will individually review the candidate's file, considering the school's criteria, standards and guidelines for tenure, and will then meet to discuss the candidate's petition. A single letter of recommendation from the Personnel Committee are forwarded to the Director and given to the candidate. All minority opinions must be included in the letter.

Any member of the Personnel Committee may, before the submission of any recommendations to the Director, request that the candidate meet with the eligible tenured faculty to discuss, for purposes of clarification, the record of accomplishment the candidate submitted.

The Director will forward a written recommendation to the Dean, accompanied by an explanation of her or his judgment. The recommendation of the School's Personnel Committee and the candidate's complete file are also forwarded to the Dean. A copy of the Director's written recommendation is forwarded to the candidate and the Personnel Committee.

4. External Peer Review

The School will use external peer review in evaluations for tenure and promotion. Outside reviewers recognized as leaders in the candidate's discipline or profession will be asked to advise. The review will be done in the research and creative/scholarly area for those candidates who are seeking tenure or promotion or both on the strength of achievement in this area.

These guidelines will be used in external peer review:

- a. The candidate and the Personnel Committee each will identify three reviewers. To protect the time of external reviewers and to avoid unnecessary delays, the Personnel Committee should contact the reviewers and determine whether they are willing to serve in this capacity before providing them with the relevant documentation to be reviewed. The candidate or the Personnel Committee would then provide additional names if one or more of their nominees decline to serve. The goal is to obtain four reviews, two from individuals the candidate chooses and two from individuals the Personnel Committee chooses. Outside reviewers should hold a position in a peer institution equivalent to or higher than that the candidate seeks.
- b. Only the extent and the level of performance of the candidate's (a) research/creative/scholarly work and/or (b) public service will be evaluated; all other items pertinent to tenure and promotion must be judged by internal standards using local information.
- c. Candidates will have access to review letters unless they have waived their right to see them.
- d. Candidate will be encouraged to place in their file unsolicited external peer reviews (letters, referee's comments, etc.) provided they are unedited.

5. Cumulative Review Procedures

As noted in the OSU Faculty Handbook (1.1.5.2) "For each tenured faculty member a cumulative review shall take place every five years. A review conducted to grant promotion qualifies as a cumulative review. The review shall be based on discussion and substantive documentation provided by the faculty member." The School's Personnel Committee shall provide written feedback, including a detailed description of the faculty member's accomplishments or

deficiencies. The cumulative review requires individual development plans for each faculty member. Faculty members are responsible for their own development consistent with School, College and University goals. Any formal development plan should respect academic freedom and professional self-direction, and it should be flexible enough to allow for subsequent alteration.

B. Promotion in Rank

Consistent with OSU Faculty Handbook policies, individuals may be granted promotion at any time. At the level of assistant professor, the period for gaining tenure and promotion to associate professor should not exceed seven years. Individuals with truly outstanding credentials may be considered earlier.

For each level of promotion, successively higher levels of achievement are expected. In general, an appointment to assistant professor reflects a “good” level of achievement and potential for excellence, while promotion to associate professor rests on “excellent” achievements, and promotion to full professor is based on attainment of “outstanding” in assigned responsibilities and achievements at such a level as would provide national or international recognition in the discipline. These distinctions are further set forth in the following:

1. Standards for Promotion to Associate Professor

Section 1.2 of the OSU Faculty Handbook governs promotions in rank. All rules enumerated below are subject to relevant sections of the university handbook.

Promotion to associate professor is typically granted with tenure and therefore the same criteria exist. That is, a faculty member must be evaluated at a level of “excellent” or higher in teaching and research/creative endeavors and at the level of “good” or higher in service.

Associate professor rank is generally regarded as a rank of transition to professor. Those who hold associate professor rank are expected to use their time in the rank to develop at least one outstanding area, an area that will distinguish that faculty member on a national or international level using usual and accepted measures of performance extant at the time of evaluation. Even if that faculty member never attains full rank, the School views attempts at achieving outstanding performance in at least one area of endeavor to have inherent merit.

Clinical faculty members will be evaluated primarily on the evidence of demonstrated excellence in teaching and service to the profession and the public. Teaching and service are especially important because these faculty members were hired mainly on the basis of their professional accomplishments and experience and their ties to the professional community, which are essential to the School's mission.

2. Standards for Promotion to Full Professor

Promotion to Professor is based on attainment of “outstanding” performance in teaching or research/creative endeavors or both, and evaluation at the level of “excellent” or higher in the other area (teaching or research/creative endeavors), as well as at the level of “good” or higher in service.

The successful candidate for promotion to full professor must show consistent attention to scholarship, with continued professional development and outstanding achievement since the last promotion. Outstanding achievement in research/creative endeavors consists of significant accomplishment beyond the credentials submitted for promotion to Associate Professor and

usually includes reputable publication, or acceptance, of a single-authored book or monograph or a series of publications in major refereed journals since the last promotion. A candidate may instead present equivalent work that has demonstrably attained national or international reputation; however, the candidate must demonstrate, both to the department and to the outside reviewers, the work's equivalence. Outstanding achievement in teaching consists of demonstrated excellence in the classroom, as well as pedagogical or curricular innovation or creativity. Outstanding achievement in service consists of a record demonstrating serious commitment to the institution and the profession.

3. Standards for Promotion for Clinical Faculty

Clinical Instructors, Clinical Assistant Professors and Clinical Associate Professors will be eligible to seek promotion after appropriate time of service in rank, usually within seven years from their initial appointment. Promotion to the next level for clinical faculty rests on evidence that demonstrates excellence in teaching and service. Clinical faculty will normally carry a heavier teaching load than their tenured and tenure-track colleagues and are expected to also excel at service to the School, the University and the professional community.

Appendix 4-3 - Annual Faculty Appraisal and Development

Oklahoma State University Policy and Procedures

ANNUAL FACULTY APPRAISAL AND DEVELOPMENT PROGRAM

**2-0112
ACADEMIC AFFAIRS
October 2016**

POLICY

1.01 A review of faculty activities and accomplishments for the preceding calendar year shall be conducted by the unit administrator every spring for every continuing faculty member with an appointment of .75 FTE or greater for the academic year, regardless of rank or tenure status. A written report of activities and accomplishments shall be submitted by the faculty member. This report shall include a work and professional development plan. Unit administrators are expected to encourage the professional development of each faculty member.

1.02 Unit administrators shall make available to each faculty member the written Academic Unit Standards established by the faculty members as prescribed in the OSU Policy and Procedures Letter 2-0902, "Reappointment, Promotion and Tenure Process for Ranked Faculty." These standards should be provided to all faculty members electronically. New faculty members should be provided an electronic copy at the time of their appointment. These standards serve as the basis for the evaluation at all levels of review and must be consistent with university and college policies, but may exceed them. The unit administrator shall endeavor to provide an environment conducive to the achievement of expected performance. The unit administrator shall submit a written evaluation that provides detailed descriptions of the faculty member's accomplishments and/or deficiencies specifically as they relate to the written Academic Unit Standards. The faculty member's written report, together with the unit administrator's evaluation, shall serve as the supporting documentation for any merit pay raise or other salary adjustment. The completed annual review documentation shall be placed into the permanent record of the faculty member and shall be added to an accumulation of performance documents that shall be used in any further review. A complete set of annual review documents shall be available for any peer committee evaluation, particularly evaluations at the times of reappointment, tenure and promotion.

PROCEDURE

2.01 The faculty of each academic unit shall use the written Academic Unit Standards established by the faculty members of the unit as prescribed in the OSU Policy and Procedures Letter 2-0902, "Reappointment, Promotion and Tenure Process for Ranked Faculty" as the basis for the annual faculty appraisal and development. As delineated in Policy 2-0902, Academic Unit Standards serve as the basis for the evaluation at all levels of review and must be consistent with university and college policies, but may exceed them. The standards must be approved by a vote of all tenured and tenure track faculty within the unit, by the appropriate college dean, and by the Provost and Senior Vice President, Academic Affairs.

2.02 Each spring semester, unit administrators shall initiate the appraisal and development process by distributing the Annual Faculty Appraisal and Development Program Form and clearly communicating to each faculty member the procedures, guidelines, timetable, and performance standards to be used.

Academic units may choose to adapt the Annual Faculty Appraisal and Development Program Form to maximize relevancy of the form to unit faculty. Any changes to the form must be reviewed and approved by the Dean of the college in which the academic unit resides. Furthermore, any changes to the names of any of the reporting categories (e.g., Teaching Activities) and any changes to, or additions to, the names of assignment areas must be submitted to the Division of Academic Affairs for review and approval prior to use.

2.03 Upon receipt of the form and information listed in Section 2.02, each faculty member shall provide to the appropriate administrator(s) a written report of his/her activities and accomplishments for the preceding calendar year, and future objectives. Reports should be submitted to the unit head on or about January 31. Faculty members with split appointments shall submit their report to the unit administrators of all the units in which they have assigned responsibilities. Faculty members should be aware that the University Ombudsperson (<http://president.okstate.edu/ombudsman>; ombuds@okstate.edu) is available for consultation throughout the annual appraisal and development process. In preparing this report, the faculty member shall adhere to the following:

- a. All significant activities and accomplishments for the current appraisal period shall be listed as specified in the Annual Faculty Appraisal and Development Program Form.
- b. Outside professional activities listed should follow OSU Policy and Procedures Letter 2-0111, "Procedures to Govern Overload Assignments, Outside Professional Activities, and Other Outside Activities of Faculty Members."
- c. Documentation of activities in each assigned area should be provided.
- d. An updated curriculum vitae shall be included to provide an historical context for activities in the current appraisal period.
- e. A listing of objectives and planned professional development activities for the coming year shall be included.

2.04 After receiving the written report described in Section 2.03, the unit administrator shall evaluate the professional performance of the faculty member and develop an initial draft of a written statement which describes and supports his/her appraisal. Unit administrators should prioritize the evaluation of tenure-track faculty throughout the review process. In preparing this draft statement, the unit administrator shall be guided by the following:

- a. The Academic Unit Standards, described in Section 2.01, shall reflect the goals of the unit and the professional standards of excellence common to the unit's academic discipline. These standards shall detail the academic qualification standards for each rank, function or specialty within the unit, and must be consistent with university and college policies, but may exceed them. The unit administrator must base the evaluation on these standards and the faculty member's assigned role in the unit.
- b. The appraisal must be a definitive statement of the faculty member's progress, accomplishments, and/or deficiencies related to objectives and activities during the appraisal period. A restatement of the faculty member's activities is not adequate. As appropriate, the draft appraisal should include comments on the quality and quantity of

performance in the faculty member's assigned areas of responsibility with respect to the Academic Unit Standards. Performance deficiencies with respect to a faculty member's professional assignment are part of this appraisal, even if these deficiencies have previously resulted in an admonition. Deficiencies that have resulted in a sanction should be handled as discussed below in Section 2.04c. This appraisal is meant to address professional performance and should not be used as a means to document or evaluate personal misconduct. Such actions are to be addressed as prescribed in the *Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University* (1.13. Disciplinary Actions).

- c. The appraisal shall state the existence of a sanction that was imposed during the appraisal period that is not under appeal or the transfer of a sanction record, as described in *Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University* (1.13 Disciplinary Actions). The appraisal should not restate the action(s) that lead to the sanction but instead rely on the sanction report for corrective actions on the part of the faculty member and procedures for appeal, review, modification, and removal of the sanction.
- d. The unit administrator shall ensure that each faculty member has recommended major objectives for the next appraisal period. The unit administrator may recommend additional objectives and planned development activities to be discussed during the appraisal interview. If a major element of professional performance is judged to be unsatisfactory by the unit administrator, a detailed written plan for corrective action shall be specified by the unit administrator.
- e. For tenure-track faculty who are not tenured, the unit administrator shall make a specific statement regarding the faculty member's progress toward tenure based on the written Academic Unit Standards. Furthermore, the unit administrator should recommend specific modifications in activities, when necessary, that will contribute to a positive tenure decision.
- f. If the faculty member has a split appointment, the draft appraisal statement shall be prepared by the unit administrator of the faculty member's home department after consulting with unit administrators of other units in which the faculty member has assigned responsibilities. If the involved unit administrators disagree significantly on the evaluation, the matter shall be brought to the attention of the dean of the home department for resolution before the draft is finalized and sent to the faculty member.

2.05 After completion of the initial draft of the written appraisal statement, the unit administrator is to schedule an individual conference to be held in person with each faculty member appraised. The purpose of the conference is to discuss the appraisal and to attempt to resolve any differences between the faculty member and the unit administrator regarding the content and meaning of the written appraisal statement. As stated above (2.04), tenure-track faculty should receive priority in scheduling of individual conferences. In scheduling and conducting the conference, the unit administrator and faculty member are to be guided by the following:

- a. The unit administrator should provide the faculty member with a copy of the draft of the written appraisal statement at least three (3) working days before the conference is scheduled.
- b. If the faculty member wishes to clarify or change any part of the draft statement, he/she should provide the unit administrator with a written statement specifying the requested clarifications or changes at least one (1) working day before the conference is scheduled.
- c. During the conference, the unit administrator and faculty member should attempt to make changes in the draft appraisal statement that will make it satisfactory to both parties.
- d. Unit administrators shall make special provisions for faculty on leave or otherwise unable to meet in person.

2.06 Following the conference, the faculty member, unit administrator, and dean are to sign the final written appraisal statement containing the final written appraisal of the faculty member's professional performance for the preceding calendar year, including any changes they agreed to make. The faculty member's signature simply acknowledges that he/she has seen the written appraisal statement and has participated in the conference. Unit administrator review of all faculty members should be complete on or about March 31.

2.07 If there is a disagreement between the faculty member and the unit administrator over the appraisal statement that is not resolved during the individual conference described in Section 2.05, the faculty member has ten (10) working days after the conference in which to present a written response. The written response shall be included as part of the permanent record of the annual review.

If requested by the faculty member, the unit administrator shall obtain appropriate faculty counsel from the unit's personnel committee or equivalent. This committee will determine whether the appraisal is justified, and if so, what measures to improve performance are warranted. The committee shall obtain input from both the faculty member and the unit administrator. When deemed necessary, this committee may seek other external assistance to aid in their evaluation. The opinion shall be delivered in writing to the unit administrator and faculty member within ten (10) working days of the initial request from the faculty member. The unit administrator shall provide a written response within five (5) working days to the faculty member that addresses the counsel provided by the unit's personnel committee or equivalent. This report should include the rationale for any disagreement with counsel provided by the unit's personnel committee or equivalent unless that requires inappropriate disclosure of confidential information.

If a disagreement between the faculty member and the unit administrator is not resolved subsequent to the faculty member's written response and/or faculty counsel, the unit administrator must alert the dean within five (5) working days. The dean must resolve the matter and respond in writing within 20 working days to the unit administrator with a copy to the faculty member. If disagreement exists between the resolution by the dean and the written faculty counsel, the faculty member can bring the matter to the provost for final resolution.

2.08 The faculty member's written reports of activities and accomplishments together with the written reports, as described in Section 2.03, from the unit administrator shall serve as the supporting documentation for any merit pay raise or other salary adjustment.

2.09 All documents and records relating to each faculty member's annual review are to be placed in that faculty member's personnel file. These records shall be available to faculty charged with the responsibility of providing appropriate faculty counsel related to reappointment of untenured faculty, promotion of untenured and tenured faculty, granting of tenure, and cumulative review of tenured faculty. The full annual review process should be completed on or about April 30.

Summary of Timeline (on or about)

- December – Reminder is sent out to colleges regarding the appraisal and development timeline.
- January 31 – Faculty submit materials to their unit administrator.
- March 31 – Unit administrator review of all faculty members should be complete.
- April 30 – The full annual review process should be complete.

Approved:

Faculty Council, December 12, 2006

Council of Deans, January 11, 2007

Executive Team, December 2007

Form Modified, November 2008

Revisions Approved:

Faculty Council, May 13, 2014 and February 10, 2015

Council of Deans, May 14, 2015

Executive Team, September 2015

Revisions Approved:

Faculty Council, May 10, 2016

Council of Deans, June 9, 2016

Executive Team, October 2016

OKLAHOMA STATE UNIVERSITY
[UNIT OR COLLEGE NAME]
ANNUAL FACULTY APPRAISAL AND DEVELOPMENT PROGRAM FORM

Name	
Faculty Rank	
Academic Unit	
Period of Evaluation	

In consultation with the unit head, list below the areas of assignment along with the percent effort for each area of assignment (Teaching, Research/Scholarship, Outreach and Engagement, Clinical, Administrative, Librarianship) during the current appraisal period.

Area of Assignment for Appraisal Period					
Category	Percent	Category	Percent	Category	Percent

For each relevant area below describe activities and accomplishments for the appraisal period. In addition, provide a description of evidence of quality and/or impact of effort. Areas of work that are not part of an assignment may be left blank. List awards and honors in the area of greatest relevance.

TEACHING ACTIVITIES:

(e.g., courses taught, advising students, instructional materials developed, assessment of student learning outcomes)

RESEARCH, SCHOLARLY, AND OTHER CREATIVE ACTIVITIES:

(e.g., publications, professional presentations, advisor for graduate theses or dissertations, undergraduate research supervised, performances, productions, curated works, patents and intellectual property)

GRANTS AND CONTRACTS:

(e.g., proposals submitted, proposals funded, contracts received)

EXTENSION, OUTREACH, AND ENGAGEMENT ACTIVITIES:

(e.g., programs developed or revised, extension grants, extension publications [fact sheets, etc.], courses or conferences organized)

PROFESSIONAL ACTIVITIES (SERVICE):

(e.g., committees, professional offices or committees, editorial boards, papers reviewed)

CLINICAL ACTIVITIES:

Outline primary activities and accomplishments

ADMINISTRATIVE ACTIVITIES:

Outline primary activities and accomplishments

OTHER:

Outline primary activities and accomplishments

GOALS AND OBJECTIVES

List past year's goals and objectives for areas of assignment, describe accomplishments relative to those goals, and list goals for the next appraisal period (add or delete rows depending on need).

Last Year's Goals	Outcome	Next Year's Goals
[Identify Area of Assignment] 1. 2.	1. 2.	1. 2.
[Identify Area of Assignment] 1. 2.	1. 2.	1. 2.
[Identify Area of Assignment] 1. 2.	1. 2.	1. 2.

Area of Assignment for Next Appraisal Period					
Category	Percent	Category	Percent	Category	Percent

A current curriculum vitae should be attached to this document.

In consultation with unit head and after review of the Academic Unit Standards, I verify this supporting documentation for this appraisal period is complete.

 Signature of Faculty Member

 Date

Appendix 4-4 - SMSC Workload Policy

**School of Media & Strategic Communications
Faculty Workload Policy (Approved by faculty 4/20/18)**

PRINCIPLES AND GOALS:

The workload policy of the School starts from the conviction that faculty members are highly trained professionals and are to be treated as such by administrative units at all levels. Academic excellence is inextricably linked to the principle of academic freedom. Therefore, faculty activity must retain a high level of personal autonomy; indeed, excessive administrative control over faculty time and activity is deleterious to the establishment and maintenance of high standards of academic performance.

For purposes of measurement and assessment, faculty responsibilities are customarily divided into three areas: teaching, research, service/extension. These areas frequently overlap, and categorization of faculty activity by one of these areas is sometimes artificial. Moreover, the activity and emphasis of an individual faculty member may vary over time. Opportunities, interests, and the needs of the school are all subject to change over time and will influence faculty activity. Therefore, the workload configuration for each faculty member is to be negotiated individually with the school director on an annual basis, either as a part of the yearly Appraisal and Development (A&D) process or in a separate subsequent individual meeting. In some cases, alterations to a typical workload model may be appropriate. These alterations may be requested by the faculty member to allow for additional focus on an area of strength or may be assigned by the school director in consultation with the faculty member (see below for specifics).

Whereas teaching and research activities may often overlap in a general sense, it is recognized that research and services/extension activities are strongly and adversely influenced by the amount of time directly devoted by faculty members to the instructional mission of the school. Faculty members with heavier teaching loads generally do not have the time and or energy to focus on producing original research, extension activities, or the pursuit of external funding available to those with lighter teaching loads.

In the allocation of teaching loads among faculty members, the following principles are to be respected by the school director:

1. Equal burden-sharing. Effort will be made to equitably distribute teaching assignments after taking into account the ranks, tenured or tenure-line status, research expectations, research foci, teaching experience, industry experience, skillsets, and educational backgrounds of faculty members.
2. Equity in awards. In allocation of rewards, outstanding instruction is to be weighted equally with outstanding research. Faculty members who excel in the classroom are to be equally eligible for any potential rewards, financial and otherwise, as those with outstanding research and publication records.
3. Consideration of expertise, interests, and desires. In assigning teaching duties, the school director shall take into consideration the professional interests and specialization of faculty members. Whenever possible, course assignments shall be consistent with the academic specialization of each faculty member. Although not always possible, faculty members should generally be assigned courses they desire to teach and are in line with their expertise. However, faculty must be flexible in their desired choices by listing at least five SMSC courses regularly offered in the SMSC undergraduate and graduate curricula that they are willing to teach through a survey of faculty teaching preferences that is to be distributed by School administration every two years.

4. Equal opportunity for control over career path. Individual faculty members shall be afforded opportunities to alter the balance among professional activities on an equal basis.
5. Consideration of junior faculty members. Since research is a major element of promotion and tenure decisions, untenured faculty members shall be given reduced teaching loads when possible in order to facilitate their efforts to build publication records.
6. Advanced notice for teaching assignments: All faculty should be informed of their tentative course assignments and the area heads consulted about course offerings in their programs before a full draft of the overall schedule is sent to faculty in advance of each term. This provides faculty more time to prepare for upcoming semesters and to raise any concerns with administration before the final schedule is published.
7. Time allocated for research focus: Unless requested otherwise or agreed to by individual faculty, tenure-line faculty on 2/2 fall/spring loads should be limited to teaching classes and labs that collectively meet no more than three days per week to allow time to focus on research. Tenure-line faculty on a 3/2 or 2/3 fall/spring load should be limited to teaching classes and labs that collectively meet no more than four days per week to allow time to focus on research, although administrators should strive to limit teaching days for all tenure-line faculty, who have at least 30% of their workload assignment dedicated to research, to three days or less per week. Those figures do not include any courses that are counted as overloads, or taught separately through outreach or are outside of a faculty member's base fall-spring courseload (e.g., a tenure-line faculty member requesting a course to teach during an intersession could be assigned class meetings five days per week).
8. Engagement with students: As a professional-oriented School, faculty are expected to interact with and assist students outside of the classroom. At a minimum, faculty who are teaching any courses that meet in person must post at least two available office hours per week in syllabi for that semester. These office hours can be the same for multiple courses (e.g., 8-11 a.m. on all syllabi for all courses). Any professor who teaches fully online courses must post a minimum of one virtual office hour per online class.

In allocation of teaching loads the following additional factors are to be considered by the school director:

1. Level/type of course.
2. Number of required contact minutes with students (i.e., lecture and lab meeting times) assigned to the course instructor as part of the course.
3. Size of course enrollment.
4. Extent and number of course preparations by faculty members.
5. Demands of university service activities on faculty time.
6. Demands of professional development activities on faculty time.

In all cases, assignments, judgments, and evaluations made by the school director in consideration of the above principles and factors shall be consistent with the FTE allocation for each faculty member.

In all cases, assignments, judgments, and evaluations made by the school director shall be consistent with the availability of resources.

TEACHING LOAD ASSIGNMENT POLICY:

Untenured, tenure-track faculty members shall be afforded a 2/2 course load (12 teaching hours total) per academic year whenever possible. Under no circumstance should the course load of an untenured, tenure-track faculty member ever exceed 2/3 or 3/2 (15 teaching hours total) per academic year. In the first academic year of appointment, an untenured assistant professor shall normally be afforded a 1/2 or 2/1 course load (9 teaching hours total). Additionally, in the year after successful reappointment (i.e., generally a faculty member's fourth year on the tenure clock), an untenured assistant professor shall normally be afforded a course release, allowing that faculty member to revert back to a 2/1 or 1/2 load for that one academic year. These assignments shall be arranged by the school director, in consultation with the faculty member, and subject to the principles articulated in the workload policy.

Tenured faculty members generally maintain an annual 2/2 (12 total teaching hours) or 3/2 or 2/3 (15 total teaching hours) over the fall/spring academic year. Tenured faculty may opt for a higher teaching load per semester, which would be reflected in FTE documentation. The teaching load for clinical faculty, lecturers, and visiting (teaching) assistant professors is generally a 12-hour load per semester or as determined by the school director. This document does not recognize intersession, summer, or overload teaching assignments. These hours are voluntary and are accounted for outside of the faculty FTE.

Although these percentages may vary by individual faculty based on assignments, for purposes of performance assessment, the difference between the four loads may breakdown as follows with hours in parentheses signifying teaching hours taught over the combined fall/spring terms:

	<u>2-2 load (12 hrs.)</u>	<u>3-2 or 2-3 (15 hrs.)</u>	<u>Clinical Faculty (24 hrs.)</u>	<u>Lecturers/VAP (24 hrs.)</u>
	(T/TT)	(T/TT)		
Teaching	40%	50%	90%	100%
Research	50%	40%	0%	0%
Service	10%	10%	10%	0%

This choice is subject to review and alteration as part of the annual Appraisal and Development ("A&D") process involving the individual faculty member and the school director. Changes in individual load assignments are to take effect in a manner consistent with the school's course scheduling deadlines. Tenured and tenure-line faculty members' base (fall/spring) teaching loads should not be increased from the terms of their original offer letters unless a faculty member receives a rating of below expectation or lower on research/scholarship for three consecutive years on a faculty member's A&D. However, tenured and tenure-track faculty members can be assigned up to one teaching-credit hour over their combined assigned fall/spring teaching loads due to credit for a separate lab or extended-minutes lecture/lab courses. This extra hour must be accounted for in their A&D, but not for their teaching loads or annual workload percentage assignments. For example, a tenure-line faculty member on a 2/2 teaching load may be assigned one extended-minutes lecture/lab combo or a course with a separate lab over the fall/spring terms without affecting that faculty member's teaching load. Any additional such assignment must result in an adjustment of that faculty member's teaching load and workload assignment.

Teaching Assignment Credits and Guidelines Based on Contact Minutes Required with Students Per Class:

1. (a) 50-minute, 3-day-a-week undergraduate lecture classes, (b) 75-minute, 2-day-a-week classes, and (c) lecture/lab courses all worth 3 credit hours that require 170 total minutes or less of instructor contact minutes with students per week all count as 3 teaching hours for teaching loads and workload assignments.
2. Online and hybrid courses worth 3 credit hours and taught within load during the fall or spring semesters count as 3 teaching hours for teaching loads and workload assignments.
3. 170-minute, one-day per week graduate courses worth 3 credit hours count as 3 teaching hours for teaching loads and workload assignments.
4. 100-minute lecture courses worth 3 credit hours with a separate lab up to 110 minutes or extended-minutes combined lecture/lab courses that require more 171 or more direct contact minutes with students count as 4 teaching hours for teaching loads and workload assignments. However, faculty may be assigned one of these courses annually over the fall/spring terms without an adjustment in teaching loads or workload assignments. If assigned two or more extended-minutes courses over the fall/spring terms, then all extended-minutes courses must be counted for teaching loads and workload assignments.
5. Each subsequent lab (no more than 110 minutes each) added to a teaching assignment will count an additional hour to a faculty member's teaching load for teaching loads and workload assignments. Thus, a 100-minute lecture course with two separate 110 minute labs counts as 5 teaching hours even though the class is worth 3 credit hours for students. A 100-minute lecture course with four separate 110 minute labs counts as 7 teaching hours. If mutually agreed upon by the faculty member and director, this can be adjusted down to account for smaller lab sections. For example, a faculty member who could teach three full or near-full to capacity separate labs as part of a course, but requests four labs with smaller enrollment to provide more individual attention to students would only receive 6 teaching hours for that course and four separate labs, so long as that is agreed to in advance by both the faculty member and director.
6. Preference will be to assign courses with additional labs taught by the course instructor to non tenure-line faculty. No tenured or tenure-track faculty member will be assigned more than one course in their annual base fall/spring load that includes more than 170 contact minutes (lectures and labs) with students for three (3) hours credit unless that faculty member requests assignments of extended-minutes courses that better fit her/his expertise. If so, that faculty member's workload assignment and A&Ds will be adjusted to account for the extra time required in the classroom. Faculty may, during the annual A&D process, agree to additional lecture/lab courses in exchange for an adjustment in teaching and research recent efforts.
7. Courses counting for 1 or 2 credit hours count as 1 or 2 teaching hours, respectively, in the teaching model.

RESEARCH

Housed at a land-grant, research-intensive university, primary mission of the School is to promote scholarly research and professional performance. Accordingly, most tenured and tenure-line faculty carry reduced teaching loads to allow time for research. Thus, faculty with lower teaching loads will have a greater expectation for producing scholarship. In the processes of workload assignments, FTEs, A&Ds, and various

types of rewards, the following types of primary research produced by SMSC scholars are to be recognized and prioritized by the Director, although other types of scholarship should be recognized on a case-by-case basis:

1. Refereed and peer-reviewed academic journal articles and books (authored and edited). These are the most common type of scholarship outlet for research produced in the School and should be factored into workload assignments and A&Ds. Factors to be considered in the evaluation of these publications include (A) quality of journal based on acceptance rate, publisher, and affiliation; (B) solo vs. group authorship; (C) author ordering (e.g., first author on a journal article receives more credit than being a third author); and (D) reputation of publisher of books and handbooks.
2. External grants. The successful procurement of external grants as a PI or co-PI should be recognized in a faculty member's A&D and possibly affect that member's workload assignment as noted above. Unsuccessful attempts to attain external funding should be positively noted in faculty members' A&Ds but have no effect on workload assignments.
3. Book chapters and refereed monographs. These publications are valuable, but recognized on a secondary level compared to refereed journal articles and authoring/editing books. Factors to be considered in the evaluation of these publications include (A) solo vs. group authorship; (B) author ordering (e.g., first author on a journal article receives more credit than being a third author); (C) reputation of publisher of books and handbooks; (D) reputation of editor or authors of a book or handbook.
4. Refereed conference papers and presenting papers as part of refereed conference panels, published, editor-reviewed academic articles, and published book reviews in refereed journals. These will be considered in A&Ds, but do not affect annual workload assignments. Factors to be considered in the evaluation of these publications include (A) solo vs. group authorship; (B) author ordering (e.g., first author on a book chapter receives more credit than being a third author); (C) reputation of conference and/or sponsoring organization; (D) publisher of editor-reviewed academic journals.
5. Creative projects. Due to its ties and need to stay relevant with the industry, these types of creative works should be given equal credit to more traditional outlets for scholarship. However, to receive the highest level of credit equivalent to research articles, books, and external grants, creative projects must be recognized in juried and/or peer-reviewed competitions and require extensive time to complete. Factors to be considered in the evaluation of these publications include (A) reputation of conference and/or sponsoring organization; (B) published reviews of the creative work; (C) awards won via this project; (D) solo vs. group authorship; (E) author ordering, although serving as last producer after a list of students must be viewed favorably).
6. Internal grants. These are to be recognized as a successful means of junior, tenure-line faculty advancing their careers in A&Ds, but are not factored into workload assignments.

Course Release Reward System for Research/Creative Works Production

Faculty members with 15-hour annual teaching loads (3/2 or 2/3) or higher who are not already receiving a course release or course reduction for any purpose may qualify for a reduced teaching load for up to one course annually in either the fall or spring semesters through meeting any of the criteria below. However,

faculty assigned teaching loads cannot be reduced to lower than 12 hours (fall and spring terms combined) by exceeding the output required below. Faculty must provide notice of eligibility for a potential course reduction when submitting the annual faculty appraisal and development program form. Faculty are not eligible for two course reductions in the same year through the research/creative works formula below unless they can potentially buy out multiple courses through successful procurement of an external grant. In rare cases, a faculty member's earned course reduction could be banked but delayed a year, because another faculty member from the same area of teaching expertise already earned a course reduction and thus the School might have difficulty staffing courses in that area if both faculty received course reductions in the same academic year. Further, while intra-department collaborations are strongly encouraged, credit toward a potential course reduction earned from a book that involves multiple School faculty members will only go toward the faculty member in the earlier ordering of authorship of that book. The same rule does not apply for journal articles, where both faculty may receive credit toward a potential course reduction.

1. Publication of an average of at least one refereed article per year in a quality journal over a three-year period with at least 50% of that faculty member's publications as lead/solo author, not to exceed two years without additional published work. (For example, a faculty member who published three or more articles in one year would still be limited to three years of reduced course load on the collective basis of work if that faculty member does not have any articles published in years No. 2 and No. 3 of that period). Published works for this system and for A&Ds may be counted for only one year, either the year that is in press or the year that it is published.
2. Procurement of a contract for a book-length manuscript or other major work (e.g., computer programs) from an established and recognized publishing house, provided that the work in question is either a scholarly work or a textbook, including new editions of a textbook already in circulation. Such a contract qualifies the faculty member for a reduced teaching load for one semester of one year.
3. Publication of a book (scholarly or text) through a major publisher or as part of a national series as author or co-author qualifies the faculty member for a reduced teaching load for two semesters over a two-year period.
4. Publication of a book (scholarly or text) as editor or co-editor qualifies the faculty member for a reduced teaching load for one semester.
5. Procurement of a grant from an external source (i.e., outside the university) of \$10,000 or more as a PI or Co-PI qualifies the faculty members involved for reduced teaching loads for one semester or the duration of the project if less than two years, after which the reduced load may be renewed or cancelled depending upon the funding status of the project. Being listed as a secondary researcher (non-PI or co-PI) on an external grant is credited in a faculty member's A&D, but does not affect workload assignments or teaching loads.
6. Publication of a creative project that takes extensive time (e.g., full documentary counts, but a column in the *Stillwater News Press* does not) through a juried or peer-reviewed competition as lead/solo director/producer/author, etc. or as a secondary director/producer/author, etc. in a work involving OSU students could potentially qualify a tenured faculty member for a reduced teaching load for one semester. To qualify, this project must take extensive time to complete.

7. Faculty members may request release from teaching responsibilities altogether for one semester to pursue a specific research or professional activity. Such requests are subject to the terms of the Research Leave Policy.

SERVICE

This proposal calls for establishment of **THREE** separate service categories for the School—Academic-Internal, Academic-Academy and Applied-External. Faculty are encouraged to volunteer for service that best fits their interests and expertise. The director is to equally recognize the value of all three types of service in doing A&Ds, but that does not mean that all activities falling under the various types of service must be accounted equally. For example, serving as an ad-hoc reviewer for a single paper/abstract submitted to a scholarly conference is not equivalent service to being on an editorial board of a top scholarly journal.

Examples of Academic-Internal service would include:

- Membership on School's permanent committees (e.g., Personnel, Technology);
- Membership on School's job search committees;
- Membership on College/campus committees (e.g. A&S council, etc.);
- Organizing and directing SMSC sponsored events for high school, college students;
- Advising SMSC student organizations;
- Serving as an area head for one of the School's three undergraduate programs;
- Making academic presentations to campus groups (outside of SMSC).

Examples of Academic-Academy service would include:

- Service as officer and or conference planner for national-international organizations (AEJMC, BEA, NCA, ICA, etc.);
- Service to state academic groups such as OBEA;
- Serving on editorial review boards;
- Reviewing papers for journals and or conferences;
- Serving as editor (or guest editor) of academic journals;
- Serving as outside reviewer for tenure and promotion cases from peer institutions.

Examples of Applied-External service would include:

- Presenter/panelist in professional workshops, conferences;
- Used as news source for mass media story (print/video/online);
- Working as professional consultant/advisor/board member for outside media, a professional or academic organization, and/or for a strategic communication project or campaign.

Appendix 4-5 - Evaluation Forms

MATH1513.001TH-CollegeAlgebra-TestInstructor

Instructor: James TestInstructor



Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ☒ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

Student surveys are conducted for every instructor and course at Oklahoma State University. Information gained from this survey will be useful to the instructor, the department, students, and administrators responsible for instruction at OSU. You are asked to give some information about yourself, then your views of the INSTRUCTOR and then your views of the COURSE. In addition, space is also provided for written comments.

Information about yourself

My college is:

☐ Agricultural Sciences and Natural Resources

☐ Education

☐ Human Sciences

☐ None of these

Classification:

☐ Freshman

☐ Senior

☐ Undergraduate (non-degree seeking)

☐ Arts and Sciences

☐ Engineering, Architecture and Technology

☐ Veterinary Health Sciences

☐ Sophomore

☐ Graduate

☐ Graduate (non-degree seeking)

☐ Spears School of Business

☐ Graduate College

☐ University College

☐ Junior

☐ High School/Concurrent

☐ Graduate (professional, College of Veterinary Health Sciences)

Purpose for taking the course:

☐ Major

☐ Elective

Course is required:

☐ Yes

☐ Related to major

☐ No

☐ General Studies

Type of course:

☐ Lecture

☐ Short Course

☐ Lab

☐ IPI

Rank the INSTRUCTOR

Preparation and organization:

Effort devoted to teaching:

Presentation of materials:

Knowledge of subject:

Ability to explain subject matter:

Positive attitude toward students:

Overall INSTRUCTOR appraisal:

Very High	High	Average	Low	Very Low
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Views on the COURSE

I learned a lot in this course.

Workload was appropriate for the credit hours.

Assignments were relevant and useful.

Testing and evaluation procedures were good.

Students were adequately involved.

This course was worthwhile to me.

Overall, this was a good COURSE.

Definitely Yes	Yes	No	Definitely No	Not Applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments you wish about the following:

Course

Instructor

Instruction

Teaching Assistants / Associates

Laboratory, Practicum, or Discussion Section

Work Load

Examinations

Grading

Textbook

Other Comments



Spring 2019 Student Survey of Instruction (SSI) Results

Dear <<Instructor First Name>> <<Instructor Last Name>>,

In the attached report you will find the Student Survey of Instruction (SSI) results for the following course:

<<Course Name>>

The SSI results report is comprised of the following sections:

- **Overall indicators**
- **Information about yourself** (demographic information reported by the students who completed the survey)
- **Rank the INSTRUCTOR**
- **Views on the COURSE**
- **Comments Report** – text comments submitted by students
- **Profile** – graphic representations of the averages of each survey question

For a more detailed explanation of the information contained in this survey report, an annotated PDF of a sample report is available on the SSI website at the following link:

<http://uat.okstate.edu/sites/default/files/assessPDFs/survey/traditional.pdf>

If you have questions or comments please let me know.

Thank you!

Susan Sharpton
Assessment Specialist
University Assessment and Testing
201 UAT
Stillwater, OK 74078
405-74-6924

s.s.i@okstate.edu

<http://ssi.okstate.edu/>



Overall indicators

Rank the INSTRUCTOR

Views on the COURSE

This section summarizes the overall averages for the instructor and course.



av.=3.85
dev.=0.99

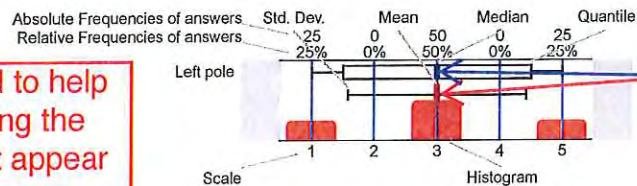
av.=2.81
dev.=0.8

Survey Results

Legend

Question text

Use this legend to help with interpreting the histograms that appear on the next pages.



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

Stats for each question.

Information about yourself

My college is:

This section includes bar graphs and frequency counts for survey participants' demographic information.

Agricultural Sciences and Natural Resources	<input type="checkbox"/>	4
Arts and Sciences	<input type="checkbox"/>	8
Spears School of Business	<input type="checkbox"/>	1
Education	<input type="checkbox"/>	2
Engineering, Architecture and Technology	<input type="checkbox"/>	4
Graduate College	<input type="checkbox"/>	0
Human Sciences	<input type="checkbox"/>	21
Veterinary Health Sciences	<input type="checkbox"/>	0
University College	<input type="checkbox"/>	0
None of these	<input type="checkbox"/>	2

n=42

Classification:

Freshman	<input type="text"/>	7	n=42
Sophomore	<input type="text"/>	18	
Junior	<input type="text"/>	13	
Senior	<input type="text"/>	4	
Graduate		0	
High School/Concurrent		0	
Undergraduate (non-degree seeking)		0	
Graduate (non-degree seeking)		0	
Graduate (professional, College of Veterinary Health Sciences)		0	

Purpose for taking the course:

Major	<input type="text"/>	10	n=42
Related to major	<input type="text"/>	9	
General Studies	<input type="text"/>	21	
Elective	<input type="text"/>	2	

Course is required:

Yes	<input type="text"/>	39	n=42
No	<input type="text"/>	3	

Type of course:

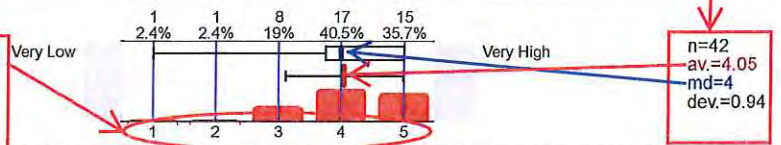
Lecture	<input type="text"/>	42	n=42
Lab		0	
IPI		0	
Short Course		0	

Stats for each question.

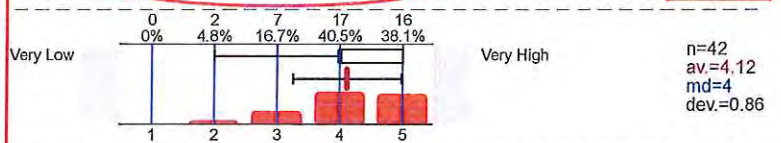
Rank the INSTRUCTOR

Preparation and organization:

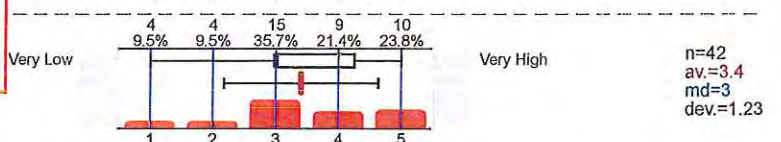
This section uses a 5-point scale from 1-5 for calculations. The previous paper SSIs also used a 5-point scale for calculations, which ran from 0-4. The scale is corrected here to provide "Very Low" responses with a value (1) rather than no value (0).



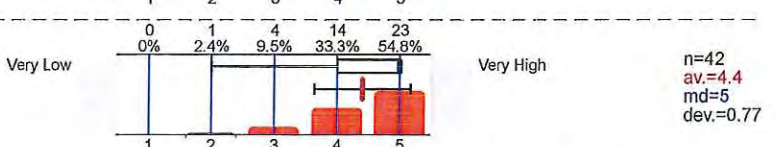
Effort devoted to teaching:



Presentation of materials:

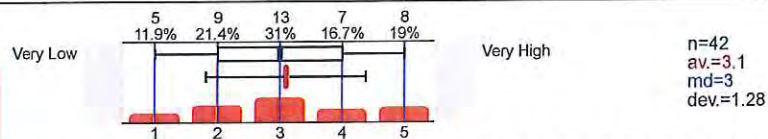


Knowledge of subject:

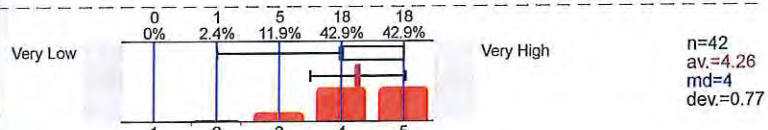


Ability to explain subject matter:

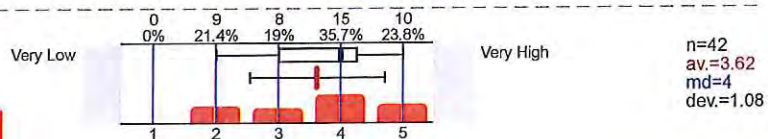
For further explanation of this section and the next, use the legend on page 1 of the report.



Positive attitude toward students:



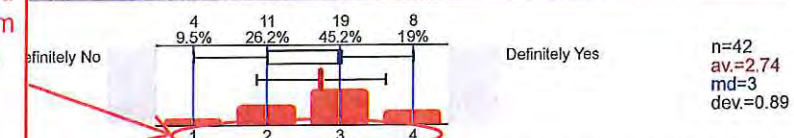
Overall INSTRUCTOR appraisal:



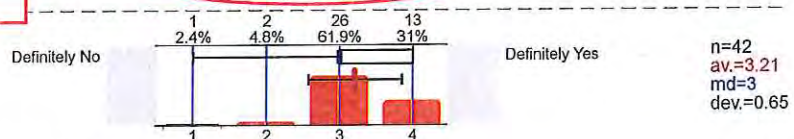
Views on the COURSE

This section uses a 4-point scale from 1-4. The previous paper SSIs also used a 4-point scale, which ran from 1-4. Both versions include a possible response of "Not Applicable" which is NOT calculated in the results.

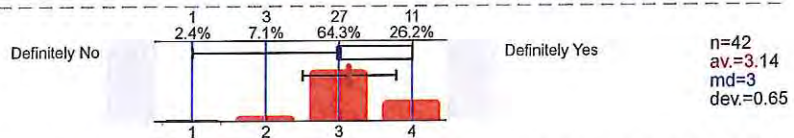
I learned a lot in this course.



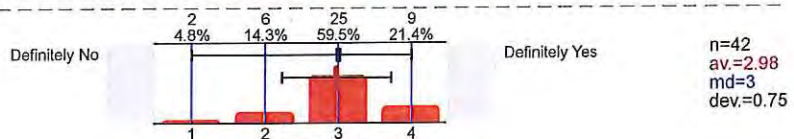
Workload was appropriate for the credit hours.



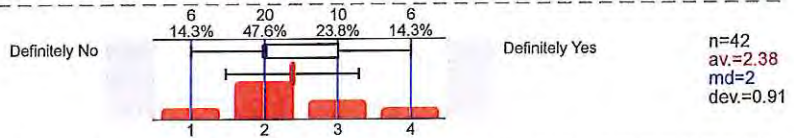
Assignments were relevant and useful.



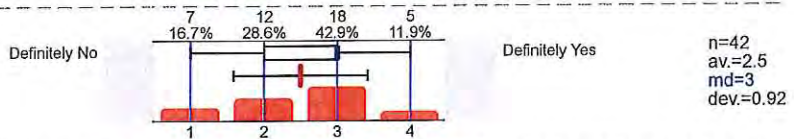
Testing and evaluation procedures were good.



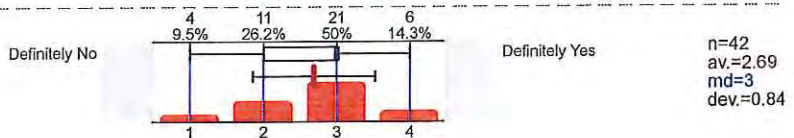
Students were adequately involved.



This course was worthwhile to me.



Overall, this was a good COURSE.



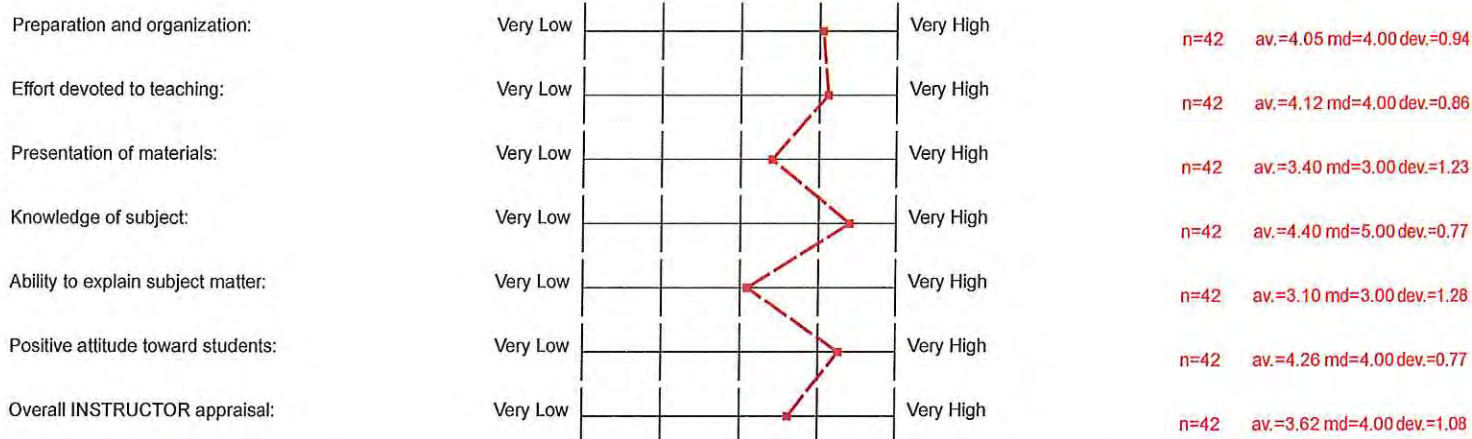
Profile

Subunit: Arts & Sciences
 Name of the instructor: John Doe
 Name of the course: UNIV0000.001TH-Fake Course-DOE
 (Name of the survey)

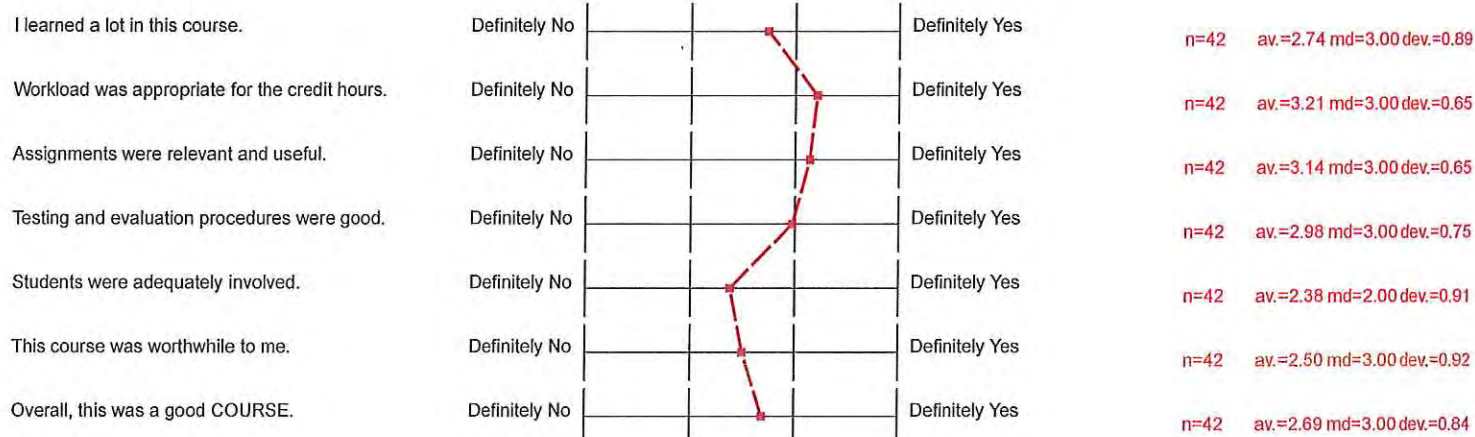
Values used in the profile line: Mean

These profile line graphs present an alternative way to view the rankings from the previous pages. These profile line graphs can be used to see a "snapshot" of the mean responses to all questions in each section of the course evaluation at once.

Rank the INSTRUCTOR



Views on the COURSE



Comments Report

Please add any comments you wish about the following:

Course

- Fake Course
- Pointless. I see no point in having to take this course.
- The presentation of materials did not seem to follow a logical order. Difficult to follow along in textbook. Textbook presented things in a very straight forward manner but then lecture would only be confusing.
- This is a difficult subject, but I do think that the department could do things to improve it.
- having homework due at 6 oclock was really difficult. I work and sometimes am not able to start my homework until late, this would stress me out knowing it had to be done by 6.
- n/a

This page and subsequent pages provide the written comments survey participants made in regards to each of the following categories: Course, Instructor, Instruction, Teaching Assistants/ Associates, Lab/Practicum/Discussion Section, Work Load, Examinations, Grading, Textbook, and Other.

Instructor

- Couldn't hear or understand him, which made going to class a waste of time. I basically taught myself.
- Dr. Doe had a very positive attitude, came to class prepared, and was always very organized. I appreciated his effort, expertise, and he was fun.
- I couldn't understand the material being presented because of the language barrier
- Made changes to originally stated procedures midway through the semester that negatively effected grades. Not very consistent with expectations of students.
- Professor was really good about coming prepared to teach everyday and was also really good with keeping the class informed on the happenings of the course. This was very helpful in balancing a heavy course load this semester.
- He is way too nice to students, and too hard on himself. Please, do not tell the students that you have not done a good job of teaching. That is one of the worst things you can say. You must be confident in your teaching ability for the students to respect you. Also, often times you would tell us how so few students are coming to class and how you are going to check attendance - I felt like you were just preaching to the choir during these moments. The students you were telling this to were always there - so it didn't matter.
- He was difficult to understand and follow at times.
- He was very good at explaining the material and was very helpful if I needed something. He was always available to help me during office hours and easy to understand.
- John Doe
- Very hard to understand at times. He copied slides from the book and read straight from them. I was getting more out of doing the homework on my own than coming to class. Also doesn't know how to talk to students very well
- Very nice guy, however, it can be hard to understand him.
- Wants to help out his students as much as he can, but has a difficult time teaching. It is not one of his strengths.

Instruction

- Access to Powerpoint slides at the beginning of the units would have been very helpful.
- Bad. I didn't understand what was going on in the class. I taught myself everything I know.
- Couldn't understand him.
- Ok, sometime hard to understand.
- Sometimes talked a bit too fast, but good otherwise.
- Too large of a language barrier
- Very good effort in teaching.
- average
- confusing, I had to teach myself all the material.
- it would've been helpful to have the lectures posted after we finished it in class for those who missed or just couldn't keep up. It made it hard to learn when they were only available 2 days before the exams
- n/a

Teaching Assistants / Associates

- Never saw the TA.
- n/a

Laboratory, Practicum, or Discussion Section

■ N/A

■ n/a

Work Load

- appropriate to course hours.
- n/a

Examinations

- Having multiple choice and true/false questions worth 10 points is a little absurd when the questions are so poorly written
- I thought the exams were always perfect - not too hard and not too easy.
- Tests were relevant to the material, and he gave us plenty of study material before the tests.
- The exams focused more on definitions and specifics than what was in the homework.
- They were not like the homework at all, which made them confusing and not seem fair.
- Very hard

Grading

■ Good.

■ I liked the way he graded because he gave points for showing that you understood/knew how to solve the problem, even if you solved it wrong.

■ There were a few instances where I couldn't understand the comments he made on my returned quizzes so I wasn't really sure what I did wrong.

■ Updates to D2L would have been appreciated, especially since the weight of certain assignments changed midway through the semester.

■ appropriate.

■ n/a

Textbook

- Didn't really use the book. Don't see a point in buying it.
- Textbook was more helpful than the professor was
- Textbook was really unnecessary, waste of money because I never used it.
- Very effective. A saving grace.
- n/a
- not necessary.

Other Comments

- I enjoyed the class, he was a positive and professional instructor.
- n/a
- He is so sweet!!!

Appendix 5-1 - Faculty Scholarship

**Jami Armstrong Fullerton,
Professor and Peggy Welch Endowed Chair in Strategic
Communications**

Books

Holtzhausen, D., Fullerton, J.A., Lewis, B. H., & Shipka, D. (under contract). *Principles of Strategic Communications*. Thousand Oaks, CA: SAGE Publishing.

Fullerton, J. & Kendrick A. (2017). *Shaping International Public Opinion: A Model for Nation Branding & Public Diplomacy*. New York: Peter Lang Publishing.

Refereed Journal Articles

Abdi, K., Talebpour, M., Fullerton, J., Ranjkesh, MJ & Nooghabi, H.J. (2019 *in press*) Identifying Sports Diplomacy Resources as Soft Power Tools. *Place Branding & Public Diplomacy*.

Kendrick, A. & Fullerton, J. (2019 *in press*) Dimensions of News Media Literacy among U.S. Advertising Students. *Journal of Advertising Education*.

Abdi, K., Talebpour, M., Fullerton, J., Ranjkesh, MJ & Nooghabi, H.J. (2018). Converting sports diplomacy to diplomatic outcomes: Introducing a sports diplomacy model. *International Area Studies Review*. <https://doi.org/10.1177/2233865918808058>

Fullerton, J., Kendrick, A., & Broyles, S.J. (2017). Cultural factors in tourism advertising effectiveness: Segmenting the U.S. market for Cuba. *Southwestern Mass Communications Journal*, 32(1).

Kendrick, A. & Fullerton, J. (2017). Mentors and minority advertising students: A survey of the 2017 Most Promising Multicultural Student class. *Journal of Advertising Education. Special Issue on Diversity*, 21(2), 25-32.

Fullerton J. & Kendrick A. (2017). Profiles of advertising students: Are “Creatives” different from the rest? *Journalism & Mass Communications Educator*, 72(3) 349-365.

Fullerton, J., Kendrick, A., & Broyles, S.J. (2017). Diplomatic Relations and Tourism Advertising Effectiveness: U.S. travel interest to Cuba. *Journal of Marketing Communications*, 3 Aug. online first. <http://dx.doi.org/10.1080/13527266.2017.1359650>

Fullerton, J., Kendrick, A., & Broyles, S.J. (2017). Attitude change among U.S. adults after the Castro-Obama announcement: The role of soft power in agenda setting. Special series on Soft Power. *Palgrave Communications* 3, Article number: 17018, doi:10.1057/palcomms.2017.18

**Edward (Ted) M. Kian,
Professor and Endowed Welch-Bridgewater Chair of Sports Media**

Pedersen, P.M., Laucella, P., Kian, E.M., & Geurin, A. (2016). Strategic sport communication (2nd ed.). Champaign, IL: Human Kinetics.

Kian, E.M., & Schultz, B., Clavio, G., & Sheffer, M.L. (2018). Multimedia sports journalism: A practical guide for the digital age, New York: Oxford.

Vincent, J., Harris, J., Kian, E.M., & Billings, A. C. (2018). The Isles of Wonder– a New Jerusalem? British newspaper narratives about the opening ceremony of the XXXth Olympiad. Sport in Society: Cultures, Commerce, Media, Politics. Advanced online publication. DOI: 10.1080/17430437.2018.1515203.

Cleland, J., Magrath, R., & Kian, E.M. (2018). The Internet as a site of decreasing cultural homophobia in football: An online response by fans to the coming out of Thomas Hitzlsperger. Men and Masculinities, 21(1), 91-111.

Sanderson, J., Barnes, K., Williamson, C. & Kian, E.M. (2016). ‘How could anyone have predicted that #AskJameis would go horribly wrong?’ Public relations, social media, and hashtag hijacking. Public Relations Review, 42(1), 31-37.

Kian, E.M. (2015). A case study on message board and media framing of gay male athletes on a politically liberal website. International Journal of Sport Communication, 8(4), 500-518.

Kian, E.M., Anderson, E., & Shipka, D. (2015). ‘I am happy to start the conversation’: Examining sport media framing of Jason Collins’ coming out. Sexualities, 18(5-6), 618-640.

Kian, E.M., Anderson, E., Vincent, J., & Murray, R. (2015). Sport journalists’ views on gay men in sport, society and within sport media. International Review for the Sociology of Sport, 50(8), 895-911.

Kian, E.M., Ketterer, S., Nichols, C., & Poling, J. (2014). Watchdogs of the Fourth Estate or homer journalists? Small and mid-sized newspaper coverage of local BCS college football programs. The Sport Journal, Vol. 17, first published online March 10, 2014. Available at: <http://thesportjournal.org/article/watchdogs-of-the-fourth-estate-or-homer-journalists-newspaper-coverage-of-local-bcs-collegefootball-programs/>.

Kian, E.M., Lee, J.W., Gregg, E., & Kane, J.J. (2014). Rivals.com framing of FBS-FCS football games: Immoral mismatch or just another game. Journal of Contemporary Athletics, 8(2), 75-91.

John McGuire, Professor

Authored & Edited Books

Armfield, G.A., McGuire, J., & Earnheardt, A.C. (Eds.). (2019). *The ESPN Aftereffect: The Changing Sports Media Marketplace*. New York: Peter Lang.

McGuire, J., Armfield, G., & Earnheardt, A.C. (Eds.) (2015). *The ESPN Effect: Exploring the Worldwide Leader in Sports*. New York: Peter Lang.

Book Chapters

McGuire, J. (2019) *SportsCenter* at 40: Evolving with the times. In G. Armfield, J. McGuire, & A. Earnheardt (Eds.), *The ESPN Aftereffect: The Changing Sports Media Marketplace*. Peter Lang.

McGuire, J., & Murray, R. (2016). Attitudes of sports print journalists about developing electronic media skills: A case study of two major newspapers. Reprinted in P.M. Peterson (Ed.) *Case Studies in International Journal of Sport Communication eBook*. Champaign, IL: Human Kinetics.

McGuire, J. & Armfield G. G. (2015). In the beginning: The Rasmussens and the launch of ESPN. In J. McGuire, G.G. Armfield, & A.C. Earnheardt (Eds.), *The ESPN Effect: Exploring the Worldwide Leader in Sports* (pp. 3-10). New York: Peter Lang.

Armfield. G.G., & McGuire, J. (2015). Preface: You've come a long way baby. In J. McGuire, G.G. Armfield, & A.C. Earnheardt (Eds.), *The ESPN Effect: Exploring the Worldwide Leader in Sports* (pp. xiv-xviii). New York: Peter Lang.

Peer-Reviewed Articles

Nduka, E.L., & McGuire, J. (2017). The effective use of new media in disseminating evangelical messages among Catholic students. *Journal of Media and Religion*, 16(3), 93-102.

Armfield, G.A., & McGuire, J. (2017). Peddling the truth or coasting downhill? Lance Armstrong and the use of image repair strategies. *The Sports Journal* [online]. Available from <http://thesportjournal.org/article/coasting-downhill-or-peddling-uphill-image-repair-strategies-of-Lance-Armstrong>

Ketterer, S., McGuire, J., & Hoffman, S. (2016). Nate Silver vs. the pundits: Examining the roles of political punditry, big data and cognitive dissonance in a 2012 U.S. presidential dispute. *Southwestern Mass Communication Journal*, 32(1). Available from <http://swecjmc.wp.txstate.edu/files/2017/02/ketterer-mcguire-hoffman.pdf>

Overby, K., & McGuire, J. (2016). Contrasting male and female sports announcers during NCAA tournament games. *Journal of Sports Media*, 11(2), 87-109.

**Craig Freeman,
Associate Professor
Director (2015-present)**

Books

Goidel, K., Freeman, C. and Smentkowski, B. (2015). *Misreading the Bill of Rights: Top Ten Myths Concerning Your Rights and Liberties*. Praeger: Santa Barbara.

Refereed Publications

Goidel, K., Smentkowski, B., & Freeman, C. (2016). Perceptions of Threat to Religious Liberty. *PS: Political Science & Politics*, 49(03), 426-432.

Professional Publications

Goidel, K., Smentkowski, B., Freeman, C. (2017, January 30). "Claiming Voter Fraud to Limit Voter Turnout." *Huffington Post*.

Freeman, C. & Goidel, K. (2017, January 27). "How Journalists Should Act in the Age of Alternative Facts." *Huffington Post*.

**Jack Hodgson,
Associate Professor**

Conference Presentation

"US-Central Asia Educational Initiatives and Media Exchanges: a Personal Experience," Part of a panel discussion, "Post-Independence Media in Central Asia: Realities, Hopes, Achievements." Central Eurasia Study Society annual conference, Princeton University, 6 November 2016.

Stan Ketterer, Associate Professor

Peer-Reviewed Articles

Ketterer, S., McGuire, & Murray, R. (2019) "The price of outsourcing: A content analysis of the effects of early deadlines on the sports section of *The Oklahoman*" is scheduled for publication in the Winter 2019 edition of the *Newspaper Research Journal*.

Craig, D., Ketterer, S., & Mohammed, Y. (2017) To post or not to post: Ethical considerations in using gun permit data online. *Journalism and Mass Communication Quarterly* 94.1: 168-188. (Top journal in our field.)

Ketterer, S., McGuire, J. & Hoffman, S. (2016) Nate Silver vs. the pundits: Examining the roles of political punditry, Big Data and cognitive dissonance in a 2012 U.S. presidential election dispute. *Southwestern Mass Communication Journal*, Fall 2016 (V. 32, No. 1). Available from <http://swecjmc.wp.txstate.edu/fall-2016/>

McGuire, J., Murray, R., & Ketterer, S. (2015). Sports department vs. news department: Editorial control in television newsrooms. *The Sport Journal* [online]. Available from <http://thesportjournal.org/article/sports-department-vs-news-department-editorial-control-in-television-newsrooms>.

Kian, E.M., Ketterer, S., Nichols, C., & Poling, J. (2014). Watchdogs of the Fourth Estate or homer journalists? Small and mid-sized newspaper coverage of local BCS college football programs. *The Sport Journal*. Available at: <http://thesportjournal.org/article/watchdogs-of-the-fourth-estate-or-homer-journalists-newspaper-coverage-of-local-bcs-college-football-programs>.

Ketterer, S., McGuire, J., and Murray, R. (1 April 2013). Contrasting Desired Sports Journalism Skills in a Converged Media Environment. *Communication & Sport*. doi:10.1177/2167479513482118.

Peer-Reviewed Conference Papers

"An Examination of the Attitudes and Practices of Mass Communication Programs Regarding Unpaid Student Internships" with Joey Senat and John McGuire was presented at the March 2017 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman. It received the **Top Abstract Award** in the Media Management, Economics & Entrepreneurship Division.

"The Price of Outsourcing: A Case Study of the Effects of Early Deadlines on the Sports Section in *The Oklahoman*" with John McGuire and Ray Murray was presented at the March 2017 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“To Post or Not to Post: Ethical Considerations in Using Gun Permit Data Online” with David Craig and Yousuf Mohammed of the University of Oklahoma was presented in August 2014 national convention of the Association for Education in Journalism and Mass Communication in Toronto. The paper won the **Top Faulty Paper Award** in the Media Ethics Division.

“Watchdogs of the Fourth Estate or Homer Journalists? Local Newspaper Coverage of Marquee College Football Programs” with Ted Kian, Joey Senat and James Pohling was presented in March 2013 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

**Bobbi Kay Lewis,
Associate Professor
Assistant Dean (2015-present)**

Books

Holtzhausen, D., Fullerton, J.A., Lewis, B. H., & Shipka, D. (under contract). *Principles of Strategic Communications*. Thousand Oaks, CA: SAGE Publishing.

Refereed Publications

Lewis, B.K. & Nichols, C. (2016). “Social media and strategic communication: A three-year study of attitudes and perceptions about social media among college students” *Public Relations Journal*, Vol. 10, No. 1.

Nichols, C., Lewis, B. K. & Shreves, M.K (2015). “Fatties Get a Room!” An examination of humor, imagery, and stereotyping in Mike & Molly. *Journal of Entertainment and Media Studies*, 1(1), 99-126.

Book Chapters

Nichols, C. & Lewis, B. K. (2017, March). “An Examination of Prosocial and Antisocial Behavior Exhibited through Cyber-bullying and Affirmative Behaviors” In K. Burns (Ed), *Social Media: A Reference Handbook*. ALB-CLIO.

Lewis, B. K. & Nichols, C. (2014). “Strategic Communication: The role of social media in developing community” In D. Holtzhausen & A. Zerfass (Eds.), *The Routledge Handbook of Strategic Communication* (pp. 545-560). New York: Routledge.

Peer-Reviewed Conference Papers

“The “They” in Cyberbullying: Examining Empathy and Third-Person Effects in Cyberbullying of Young Adults” with Cynthia Nichols presented August 2015 at the Association for Education in Journalism and Mass Communication Annual Conference in San Francisco, CA.

“A Lifetime of Innovation: An Experiment in Educating and Engaging Rural, Urban and Underrepresented Children in Science, Technology, Engineering & Math (STEM) Through Strategic Communication” with Cynthia Nichols presented March 2015 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Social Media and Strategic Communication: A four-year study of attitudes and perceptions about social media among college students” with Cynthia Nichols presented March 2014 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

Lori McKinnon, Associate Professor

Refereed Publications

Kim, K. & McKinnon, L. M. (2018). Framing Financial Advertising: Message Effectiveness in Intertemporal Choice. Journal of Marketing Communications, DOI: <https://doi.org/10.1080/13527266.2018.1476400>.

Nichols, C., McKinnon, L.M., & Geary, A. (2016). Rumor Has It: Examining the Effects of Facebook Addiction on Political Knowledge Gullibility. The Journal of Social Media in Society, 5 (1), 229-264.

Fullerton, J. A. & McKinnon, L. M. (2015). U.S. Public Relation Students’ Perceptions of PR: What College Students Think About PR Education and the PR Profession. Public Relations Journal, 9(2), <http://www.prsa.org/Intelligence/PRJournal/Vol9/No2/>

Fullerton, J., McKinnon, L. M. & Kendrick, A. (2014). A Comparison of Advertising and Public Relation Students on Ethics: Attitudes and Predicted Behavior. Southwestern Mass Communications Journal, 30(2).

McKinnon, L. M. & Fullerton, J. (2014). Public Relations Students’ Ethics: An Examination of Attitude and Intended Behaviors. Teaching PR Monographs, 90, <http://www.aejmc.us/PR/tpr/tpr90su14.pdf>.

Fullerton, J. A. and McKinnon, L. M. (2014). What college students think about PR Education and the PR Profession. Public Relations Review, Research in Brief.

Fullerton, J. A., Kendrick, A., and McKinnon, L. M. (2013). Advertising Ethics: Student Attitudes and Behavioral Intent. Journalism and Mass Communication Educator, 68(1), 33-48, DOI: <http://dx.doi.org/10.1177/1077695812472894>.

Invited Book Chapters and Contributions

Fullerton, J. A., Kendrick, A., & McKinnon, L. M. (2018), Public Relations' Students Media Literacy: A Multi-Measure Examination of Attitudes and Aptitudes. Completed chapter for inclusion in the forthcoming book on Fake News to fulfill required collaterals for the Page Legacy Scholar Grant.

McKinnon, L. M. & Nichols, C. (2015). Ch. 7: Measurement in De. Sloan and S. Zhu (Eds.), Research Methods in Mass Communication, 2nd ed., pp. 93-106. Tuscaloosa, AL: Vision Press.

Convention Presentations

Kim, K. & McKinnon, L. M. (2016, August). Framing Financial Retirement Advertising: The Effectiveness of Intertemporal Choice. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Minneapolis, MN.

Raymond Murray, Associate Professor

Peer-Reviewed Publications

Ketterer, S., McGuire, J. & Murray, R., The Price of Outsourcing: A Content Analysis of the Effects of Early Deadlines on the Sports Sections in The Oklahoman, *Newspaper Research Journal*, Winter 2019 40 (1).

McGuire, J., & Murray, R., New Work Demands Create Inequality for Sports Journalists, *Newspaper Research Journal*, Winter 2016 37(1), pp. 58-69; doi: 10.1177/0739532916634648

Kian, E.M., Anderson, E., Vincent, J., & Murray, R. (2015). Sport journalists' views on gay men in sport, society and within sport media. *International Review for the Sociology of Sport*, 50(8), 895-911. Advanced online publication. October 2, 2013: doi: 10.1177/1012690213504101. Published by Sage. One of top three sport sociology journals. 2012 impact factor of 1.341.

McGuire, J., Murray, R., & Ketterer, S. (2015). Sports department vs. news department: Editorial control in television newsrooms. *The Sports Journal*.

Kian, E.M., & Murray, R. (2014). Curmudgeons but yet adapters: Impact of Web 2.0 and Twitter on newspaper sport journalists' jobs, responsibilities, and routines. #ISOJ (the official, refereed journal of the International Symposium for Online Journalism), 4(1), 61-77.

* This research led to an external article on the study published by the Nieman Journalism Lab at Harvard University.

Murray, R. (2013) Keeping the Paparazzi and Arm's Length Away. *The Journal of Popular Culture*, 6(4), pp. 868-885. Impact factor of .063.

Ketterer, S., McGuire, J., & Murray, R. (2013). Contrasting Desired Sports Journalism Skills in a Convergent Media Environment. *Communication & Sport*. 1-17.
DOI:10.1177/2167479513482118

McGuire, J., & Murray, R. (2013). Attitudes of Sport Print Journalists about Developing Electronic Media Skills: A Case Study of Two Major Newspapers. *International Journal of Sport Communication*. 6 464-477

Book Chapter

John McGuire and Ray Murray (2016). Attitudes of Sport Print Journalists About Developing Electronic Media Skills: A Case Study of Two Major Newspapers. Reprinted in P.M. Pedersen (Ed.), *Case Studies in International Journal of Sport Communication eBook*. Champaign, IL: Human Kinetics.

Book Chapter Contribution

Edward Kian, Bradley Schultz, Galen Clavio and Mary Lou Sheffer (2018). *Multimedia Sports Journalism; A Practitioner's Guide for the Digital Age*. Oxford University Press. Contributed to Chapter 5.

Cynthia Nichols, Associate Professor (2013 – 2017) Accepted/Published Journal Entries

Lewis, B. K. & Nichols, C. (2016). Social media and strategic communication: A three-year study of attitudes and perceptions about social media among college students. *Public Relations Review*, 10 (1), 1-25. Available at <http://www.prsa.org/Intelligence/PRJournal/past-editions/Vol10/No1/Lewis.pdf>.

Nichols, C., McKinnon, L. & Geary, A. (2016). Rumor has it: Examining the effects of Facebook Addiction on Political Knowledge and Rumor Gullibility. *Journal of Social Media in Society*, 5(1), 229-264.

Garcia, A. & Nichols, C. (2016). The Effect of Acculturation on the Language of Advertising Among Hispanics. *Hispanic Journal of Behavioral Sciences*, 39, 1-21.

Murray, C. & **Nichols, C.** (2015). The Case Study for Hip Hop Music and Children's Educational Television Viewing. *Journal of Hip Hop Studies*, 2(1), 38-64.

Nichols, C., Lewis, B. K., & Shreves, M.K. (2015). "Fatties Get a Room!" An examination of humor, imagery, and stereotyping in Mike & Molly. *Journal of Entertainment and Media Studies*. 1(1), 99-126.

Kian, E.M., Ketterer, S., **Nichols, C.**, & Poling, J. (2014). Watchdogs of the Fourth Estate or homer journalists? Small and mid-sized newspaper coverage of local BCS college football programs. *The Sport Journal*, Vol. 17, first published online March 10, 2014. Available at: <http://thesportjournal.org/article/watchdogs-of-the-fourth-estate-or-homer-journalists-newspaper-coverage-of-local-bcs-college-football-programs>

Accepted/Published Book Chapters

McKinnon, L. & **Nichols, C.** (2015). Chapter 7: Measurement. In S. Zhou & W. D. Sloan (Eds.), *Research Methods in Communication*, 3rd ed. (pp 93-106). Northport, AL: Vision Press

Nichols, C. & McKenzie, C. T. (2014). Celebrity persuasion in the political arena: A study of message effects on voter opinion. In J Zenor (Ed), *Parasocial Politics: Audience Readings of Cultural Politics in Pop Culture* (pp 45-62), Lanham, MD: Lexington.

Lewis, B. K. & **Nichols, C.** (2014). "Strategic Communication: The role of social media in developing community" In D. Holtzhausen & A. Zerfass (Eds.), *The Routledge Handbook of Strategic Communication* (pp. 545-560). New York: Routledge.

Accepted/Published Invited Articles

Nichols, C. (2014). Cases & Commentaries: Responsibility Thwarted. *Journal of Mass Media Ethics*, 29, 273-294.

Joey Senat, Associate Professor

Books

Senat, J. (2018) *Our Right to Know in Oklahoma*. Stillwater, OK: New Forums Press.

Senat, J. (9th ed. 2018) *Mass Communication Law in Oklahoma*. Stillwater, OK: New Forums Press (previous editions in 2016, 2014, 2007, 2005, 2003, August 2002 and January 2002).

Book Chapter

Joey Senat, *Public Access and Informational Privacy in Electronic Government Databases*, in *Transparency 2.0*, 36-50 (Charles Davis and David Cuillier, eds., Peter Lang Press, 2014).

Refereed Journal Article

Senat, J. *Whose Business Is It: Is Public Business Conducted on Officials' Personal Electronic Devices Subject to State Open Records Laws?* 19(3) *Comm'n L. & Pol'y* 293-326 (Summer 2014).

Invited Articles for Professional Publications

FOI in Indian Country, *Quill: A Magazine by the Society of Professional Journalists* (July/August 2015, Vol. 103, No. 4): 36.

Clarifying the Clery Act on campus crime, *Quill: A Magazine by the Society of Professional Journalists* (May/June 2013, Vol. 101, No. 3): 27.

Open Records & Open Meeting acts 'for the public,' Guest Blog, NonDoc, March 18, 2016, <http://nondoc.com/2016/03/18/open-records-open-meeting-acts-for-the-public/>.

OSU wisely avoids Open Records Act violation, *The Daily O'Collegian* (Stillwater, Okla.), April 29, 2013, at 4 (Opinion Page).

Policy would force faculty lawsuits, *The Daily O'Collegian* (Stillwater, Okla.), Feb. 11, 2013, at 4 (Opinion Page).

Refereed Paper Presentations

Senat, J., Ketterer, S. & McGuire, J. *An Examination of the Attitudes and Practices of Mass Communication Programs Regarding Unpaid Student Internships*, AEJMC Midwinter, Norman, Okla.: March 4, 2017.

Daniel Shipka, Associate Professor

Books

Shipka, Danny, and Ralph Beliveau ed: *Global Terror: International Horror Film Directors*. Intellect Press. Distribution University of Chicago Press. Dec. 2016

Book Chapters

Shipka, Danny. Public Relations. In *Communicating across Disciplines*. Ed. Bryan Carr. Kendall Hunt Publishing. Feb. 2016

Journal Articles

McElroy, Kathleen and **Shipka, Danny**. I Give the Civil Rights 4-Stars: Film Critics and the Re-imagining of the Civil Rights Movement. Journalism Practices Routledge. New York. 11, Nov. 2015

Kian, Ted., Anderson, E., & **Shipka, Danny**. 'I am happy to start the conversation': Examining sport media framing of Jason Collins's coming out. Sexualities. Jan. 27, 2015

Refereed Conference Papers and Panels

Shipka, Danny. The "Deplorables" of the 1970's: George Romeo and The Crazies. Popular Culture Association conference. Accepted for March 2018

Trent, Amber Rae and **Shipka, Danny**. Modernist Interpretations of the Nazi Regime via German Film. AEJMC Midwinter. March 2016

McElroy, Katherine and **Shipka, Danny**, I Give the Civil Rights 4-Stars: Film Critics and the Re-imagining of the Civil Rights Movement. AEJMC, San Francisco. Aug. 2015

Shipka, Danny. The Day the Grindhouse Died: The Shift from Public Viewing to Private Pleasure, AEJMC Midwinter. March 2015

Shipka, Danny. Opening the World: How to Inspire Rural Students to Learn Abroad. Panel Presentation. Hawaii International Conference on Arts & Humanities. Honolulu Hawaii, January 2014

Shipka, Danny and Steve Smethers. I Did it Myself: Pinterest and the Evolution of DIY Communities. AEJMC Conference. Washington DC, August 2013

Clara Mikyeung Bae, Assistant Professor (August 2017 – Present)

Peer-Reviewed Journal Articles

Bae, M. (in press) Attention grabbing power of branded vs. unbranded packaging. *Journal of Promotion Management*.

Bae, M. (2018) Influences of identified victim images on processing fluency. *Journal of Nonprofit & Public Sector Marketing*. Published online.

Bae, M. (2018) Overcoming skepticism toward cause-related marketing claims: The role of consumers' attribution and a temporary state of skepticism. *Journal of Consumer Marketing*, 35(2), 194-207.

Bae, M. (2018) Understanding the effect of the discrepancy between sought and obtained gratification on social networking site users' satisfaction and continuance intention. *Computers in Human Behavior*, 79, 137-153.

Bae, M. (2017) Matching cause-related marketing (CRM) campaign to culture: The moderating role of information processing style and skepticism. *Asian Journal of Communication*. Published online.

Peer-Reviewed Conference Papers

Bae, M. (2019). The impact of message concreteness and level of mental construal on consumer response to cause-related marketing claims. American Academy of Advertising (AAA), Dallas, TX.

Batala, B., **Bae, M.**, & Miao, L. (2019). Visual attention on menu: The role of familiarity and food neophobia. Graduate Conference in Tourism and Hospitality, Houston, TX.

Bae, M., Behe, B. K. (2017). Influences of identified victim images on processing fluency. International Association of Packaging Research Institutes (IAPRI), Lausanne, Switzerland.

Asya Cooley,
Lecturer (August 2017 – December 2018)
Assistant Professor (January 2019 – Present)

Peer-Reviewed Journal Articles

Cooley, A.B. (2017). Educational Philanthropy: What are the Predictors? *Journal of Education Advancement and Marketing*, 2(1), 46-56.

Cooley, A.B. (2017). Examining Development of E-government in Russia and China: A Comparative Approach. *International Journal of Public Administration*, 1-10.

Peer-Reviewed Conference Presentations

Loehwing, M., Cooley, S.C., Shoup, B., & Cooley, A.B. (2018, November). *Teaching Public Deliberation through Role-Playing Games*. Short course presented at the National Communication Association (NCA) Annual Convention, Salt Lake City, UT.

Cooley, A.B. (2018, September). *Who Does it Best? Towards Understanding Virtual Accountability in Public, Nonprofit and Private Organizations*. Paper presented at the Southeastern Conference for Public Administration (SECoPA), Birmingham, AL.

Cooley, A.B. (2017, October). *Facing the Blank Canvas: Towards the Ideal and Pragmatic Models of State*. Paper presented at the Southeastern Conference for Public Administration (SECoPA), Hollywood, FL.

Cooley, A.B. (2017, October). *Public and Nonprofit Work Motivation: Exploring Intrinsic-Extrinsic Dichotomy*. Paper presented at the Southeastern Conference for Public Administration (SECoPA), Hollywood, FL.

Research Grant

Co-PI, Department of Homeland Security, Strategic Multi-Layer Assessment, “Global Narratives on the Future of Competition & Conflict: A Media Ecology and Strategic Assessment.” \$90,000 (November 2018-August 2019).

Skye Cooley, Assistant Professor (August 2017 – Present)

Research Support

Co-PI, Department of Homeland Security, “Motivations & Perspectives of Northern Triangle Migration to the United States: Narrative Analysis of Central American Media.” \$32,643 (January 2019-June 2019)

PI, Department of Homeland Security, Strategic Multi-Layer Assessment, “Global Narratives on the Future of Competition & Conflict: A Media Ecology and Strategic Assessment.” \$90,000 (November 2018-August 2019).

Co-PI, Department of Homeland Security, Strategic Multi-Layer Assessment, “Global Media Monitoring on DPRK and Afghanistan.” \$65,000 (July 2018-June 2019).

Co-PI, Department of Homeland Security, Strategic Multi-Layer Assessment, “Global Media Messages about Space.” \$48,358 (August 2017-May 2018).

Peer-Review Journal Articles

Kluser, R., Cooley, S.C., & Hinck, R. (2018). Contesting strategic narratives in a global context: The world watches the 2016 U.S. election. *International Journal of Press/Politics*, July, 1-23. <https://doi.org/10.1177/1940161218786426>

Hinck, R., Kluser, R. & Cooley, S.C. (2018). Russia re-envision the world: strategic narratives in Russian broadcast and news media during 2015. *Russian Journal of Communication*, 10(1), 21-37. <https://doi.org/10.1080/19409419.2017.1421096>

Cooley, S. C., and Stokes, E. C. (2018). Manufacturing resilience: An analysis of broadcast and web-based news presentations of the 2014-2015 Russian economic downturn. *Global Media and Communication*, 14(1), 123-139.

Damm, E., & Cooley, S.C. (2017). Resurrection of the Russian Orthodox Church: Narrative analysis of the Russian national myth. *Social Science Quarterly*, 98(3), 942-957.

Academic Conference Presentations

Cooley, S.C., Loehwing, M., & Shoup, B. (2018). Deliberative Play: Developing Civic Trust and Communicative Abilities through Collaborative Gaming. Political Communication Division. *National Communication Association 104th Annual Convention*. November 9-11. Salt Lake City, Utah.

Loehwing, M., Cooley, S.C., Cooley, A., Shoup, B. (2018). Sc19: Teaching Public Deliberation through Role-Playing Games. Short Courses. *National Communication Association 104th Annual Convention*. November 9-11. Salt Lake City, Utah.

Jared Johnson, Assistant Professor (August 2014 – Present)

Refereed Journal Articles

Johnson, J. L. (in press). News Consumption in the case of the Garifuna people: Reaching the audience or not?. *Electronic News Journal*.

Johnson, J. L. (2015). Media in the Margins: The Garifuna Response to Social Media. *Journal of Social Media in Society*

Johnson, J. L., & West, A. (2015). Local programming trends in Chile: Does programming meet audience demands? *International Communication Research Journal*.

Johnson, J. L., & Callahan, C. (2013). Minority cultures and social media: Magnifying Garifuna. *Journal of Intercultural Communication*.

Academic Book Chapters

Johnson, J.L. (in press). Creation of The Longhorn Network: Shadow of a Dying Business Model. *The ESPN Aftereffect and the Changing Sports Media Marketplace*.

Peer-Reviewed Creative Works

Johnson, J.L. (2017). "The Dream Investment." This is a long-form journalism piece/documentary about Emmanuel Ogbah, and athlete from Nigeria whose motto has been to keep clean, stay out of trouble and work hard. It is an example that this type of

effort is an investment into an athlete's future. It follows Ogbah through training for the 2016 NFL Draft, resulting in his selection in the second round.

Conference Presentations

Armfield, G., McGuire, J., Murray, R., & Johnson, J. (2018, April). A framing analysis of NFL draft coverage: Which position has the most intelligent athletes according to media personalities? Presented at the 11th Summit on Communication and Sport, Bloomington, IN.

Randle, Q., Johnson, J. (2018) "Prosodic elements for content delivery in broadcast journalism: A quantitative study of vocal pitch. Presented at National Communication Association. Currently revising for publication in Electronic News.

Kenneth Kim, Assistant Professor (2013-2014)

Refereed Journals:

Park, J., Ju, I., & Kim, K. E. (2013). Direct-to-consumer antidepressant advertising and consumers' optimistic bias about the future risk of depression: The moderating role of advertising skepticism. *Health Communication*.

Convention Papers:

Kim, K. E. & Kim, C. (2013). "An Experimental Investigation of News Frames and the Hostile Media Effect." Paper presented to Journalism Studies Division at the annual conference of the International Communication Association, London, UK, June 17 – 21, 2013

Kim, K. E., & McGuire, J. (2013). "The Hostile Media Phenomenon: Sports Fanship and Perceptions of Sports Media Bias." Paper presented at the Summit on Communication and Sport, Austin, TX, February 22 – 23, 2013 (Distinguished Paper)

Kim, C., & Kim, K. E. (2013). "The Role of Emotions in the Hostile Media Effect: Testing the Mediation Function of Emotions." Paper presented for presentation to Political communication Division at the annual conference of the International Communication Association, London, UK, June 17 – 21, 2013

Kathleen McElroy, Assistant Professor (2014-2015)

Academic Peer-Reviewed Publications

McElroy, K. (2015). Remembering Mayberry in white and black: The Andy Griffith Show's construction of the South. *Memory Studies* 8(4).

McElroy, K. (2015). Gold medals, Black Twitter and Not-so-good hair: Framing the Gabby Douglas controversy. *#ISOJ Journal*.

McElroy, K. (2014). "Basket Case": Framing the intersection of Linsanity and Blackness. *Howard Journal of Communications*, 25 (4). Published online, October 22, 2014.

Academic Peer-Reviewed Papers and Presentations

McElroy, K. (2015). Gold medals, Black Twitter and Not-so-good hair: Framing the Gabby Douglas controversy. ISOJ Conference. Austin, Texas.

Coleman, R., Lee, J.Y., Yashur, A., Meader, A., & McElroy, K. (2014). Why be a journalist? Students' motivations and role conceptions in the new age of journalism. 2014 Laurence R. Campbell Research Award for Top Faculty Paper, 2014 Association for Education in Journalism and Mass Communication Conference, Montreal.

McElroy, K. & Hilton, A. (2014). "Black Girls in Search of (140) Characters." Panelists: What it Means to be a Woman Online, Sixteenth Biennial Rhetoric Society of America Conference, San Antonio.

McElroy, K. (2013). "Basket Case": Framing Linsanity and Blackness," Third place, student paper award, Minorities and Communication Division. 2013 Association for Education in Journalism and Mass Communication Conference, Washington.

McElroy, K. & Lee, N.Y. (2013). "Are Online Comments Good for You? Health Journalism and Its Readers." Communicating Science, Health Environment and Risk Division. 2013 AEJMC Conference, Washington.

Hillary Speed, Assistant Professor of Professional Practice

Published Work

"In Western North Carolina: Do Go Chasing Waterfalls," Associated Press, June 25, 2018

"Back to School: busy season for networks of online shoppers," Associated Press, Aug. 10, 2015

“8 Rules Every Grandparent Should Learn,” WhatToExpect.com June 23, 2015

“What They REALLY Need to Invent for Babies, According to a Baby,” WhatToExpect.com June 15, 2015

“The Children’s Menu to Beat All Children’s Menus,” WhatToExpect.com May 4, 2015

“15 Mommy Milestones They Don’t Tell You About,” WhatToExpect.com, Dec. 16, 2014 (2,000 shares)

“Why Your Due Date Is Great,” WhatToExpect.com, May 29, 2014

“Grieving moms create living tributes to their children,” Associated Press, Nov. 19, 2013

“Great creative with place cards, escort cards,” Associated Press, June 26, 2013

“Travel spotlight: Tulsa, Oklahoma’s art deco style, music and more,” Associated Press, March 4, 2013

Max Andrews, Lecturer (August 2016 – Present)

Conference Presentation

“A La Carte Cable Pricing and the Future of Broadcast Television, “ invited presentation to Broadcast Education Association at the National Association of Broadcasters, Las Vegas, NV, April 2016. Placed second in national competition.

Appendix 6-1 - Degree Sheets

Student's Name _____

ID No. _____

Phone No. _____

General Education Requirements 40 Hours			Major Requirements 54 Hours	
Area	Hrs	To Be Selected	SMSC Core Curriculum / MMJ Core Curriculum: 27 hrs	
English Composition	6	Engl 1113 _____ or 1313 _____ Engl 1213 _____ or 1413 _____	Language Exam (LPE) _____	
Amer. History & Government	6	Hist 1103 _____ (or 1483 _____ or 1493 _____) Pols 1113 _____	MC 2003* _____	MMJ 3153 _____
Abstract & Quantitative (A)	3	Stat 2013 _____ or 2053 _____	MC 2023* _____	MMJ 3263 _____
Humanities (H)	6		MC 4143 _____	MMJ 3553f _____
Natural Sciences (N)	6		MC 4163 _____	MMJ 4393 _____
Social & Behavioral Sciences (S)	9	Econ 1113 _____ or 2103 _____ MC 1143 _____ SPCH 2713 _____		MMJ 4973s _____
Any (A)(H)(N)(S)	4		MMJ OPTION: 15 hours (pick one)	
(L) Lab	(D) Diversity	(I) International	NEWS	DIGITAL PRODUCTION
			MMJ 3313 _____	MMJ 3913f _____
			MMJ 4313s _____	MMJ 4953s _____
			SMSC _____	SMSC _____ UD
			SMSC _____	SMSC _____
			SMSC _____	SMSC _____
College/Departmental Requirements _____ Hours				
B.A. 22 Hours	B.S. 13 Hours	"SMSC" ELECTIVES = SC, MC, MMJ, SPM prefixes		
A&S 1111 _____	A&S 1111 _____	TLA/B = Trad. Liberal Arts, Gen. Eds. or Business: 12 hours		
Arts/Humanities (9 Hours)	Sciences/Math (9 Hours)	NEWS		
		DIGITAL PRODUCTION		
		MGMT 3013 _____	MGMT 3013 _____	
		TLA/B _____	TLA/B _____	
Sciences/Math (3 Hours)	Arts/Humanities (3 Hours)	POLS _____	TLA/B _____	
		POLS _____	TLA/B _____	
Foreign Languages (9 Hours)	<input type="checkbox"/> HS Foreign Language			
(must include 2000-level)		Electives _____ Hours: (BS = 13 - BA = 4)		
<input type="checkbox"/> Non-Western:				
Checklist & Notes:				
<input type="checkbox"/> Portfolio <input type="checkbox"/> GPA				
<input type="checkbox"/> 6 Hours Upper-Division General Education				

<input type="checkbox"/> Minor _____ <input type="checkbox"/> 2nd Major _____			<input type="checkbox"/> 40 Hours Upper-Division?	

Student's Name _____

ID No. _____

Phone No. _____

General Education Requirements 40 Hours			Major Requirements 54 Hours	
Area	Hrs	To Be Selected	SMSC Core Curriculum / Mass Communication: 12 hrs	
English Composition	6	Engl 1113 _____ or 1313 _____ Engl 1213 _____ or 1413 _____	Language Exam (LPE) _____	
Amer. History & Government	6	Hist 1103 _____ (or 1483 _____ or 1493 _____) Pols 1113 _____	MC 2003* _____	MC 4143 _____
			MC 2023* _____	MC 4163 _____
Abstract & Quantitative (A)	3	STAT 2013 _____ or 2053 _____	Strategic Communication: 24 hrs	
Humanities (H)	6		SC 2183* _____	SC 3753 _____
Natural Sciences (N)	6		SC 3353 _____	SC 3953 _____
Social & Behavioral Sciences (S)	9	ECON 1113 _____ or 2103 _____ MC 1143 _____ SPCH 2713 _____	SC 3383 _____	SC 4013 _____
Any (A)(H)(N)(S)	4		SC 3603 or 4493 _____	SC 4843 or 4980 _____
(L) Lab	(D) Diversity	(I) International	SMSC Electives: 9 hours <i>possible internship</i>	
			SC/MC/MMJ/SPM _____ UD	
College/Departmental Requirements _____ Hours			SC/MC/MMJ/SPM _____	
B.A. 22 Hours	B.S. 13 Hours		SC/MC/MMJ/SPM _____	
A&S 1111 _____	A&S 1111 _____		TLA/B = Trad. Liberal Arts, Gen. Eds. or Business: 9 hours	
Arts/Humanities (9 Hours)	Sciences/Math (9 Hours)		TLA/B _____ UD	
			MKTG 3213 _____ UD	
Sciences/Math (3 Hours)	Arts/Humanities (3 Hours)		MKTG _____ UD	
Foreign Languages (9 Hours)	<input type="checkbox"/> HS Foreign Language		Electives _____ Hours: (BS = 13 - BA = 4)	
(must include 2000-level)				
<input type="checkbox"/> Non-Western:				
Checklist & Notes:				
<input type="checkbox"/> Portfolio <input type="checkbox"/> GPA <input type="checkbox"/> 6 Hours Upper-Division General Education _____ <input type="checkbox"/> Minor _____ <input type="checkbox"/> 2 nd Major _____				
<input type="checkbox"/> 40 Hours Upper-Division?				

Student's Name _____

ID No. _____

Phone No. _____

General Education Requirements 40 Hours			Major Requirements 54 Hours		
Area	Hrs	To Be Selected	SMSC Core Curriculum / SPM Core Curriculum: 30 hrs		
English Composition	6	Engl 1113 _____ or 1313 _____ Engl 1213 _____ or 1413 _____	Language Exam (LPE) _____		
Amer. History & Government	6	Hist 1103 _____ (or 1483 _____ or 1493 _____) Pols 1113 _____	MC 2003* _____	MMJ 3153 _____	SPM 2843f _____
Abstract & Quantitative (A)	3	Stat 2013 _____ or 2053 _____	MC 2023* _____	MMJ 3263 _____	SPM 3813 _____
Humanities (H)	6		MC 4143 _____	MMJ 4393 _____	SMSC _____
Natural Sciences (N)	6		MC 4163 _____		
Social & Behavioral Sciences (S)	9	Econ 1113 _____ or 2103 _____ MC 1143 _____ SPCH 2713 _____	SPM OPTION: 15 hours		
Any (A)(H)(N)(S)	4		Sports Information	Sports Journalism	Sports Digital Prod.
(L) Lab	(D) Diversity	(I) International	SC 3753 _____	SPM 3863f _____	
			SPM 3783s _____	SPM 4883s _____	
			SPM 4833f _____	SMSC _____	
			SPM 4933s _____	#1 _____	MMJ 3913f _____
			SMSC _____ UD	#2 _____	SPM 4813s _____
College/Departmental Requirements _____ Hours			Pick two from: MMJ 3313f, 3913f, 4313s SPM 4053f, 4833f, 4853s		
B.A. 22 Hours	B.S. 13 Hours				
A&S 1111 _____	A&S 1111 _____		"SMSC" ELECTIVES = SC, MC, MMJ, SPM prefixes		
Arts/Humanities (9 Hours)	Sciences/Math (9 Hours)		TLA/B = Trad. Liberal Arts, Gen. Eds. or Business: 9 hours		
Sciences/Math (3 Hours)	Arts/Humanities (3 Hours)		TLA/BUS/GE _____		
Foreign Languages (9 Hours)	<input type="checkbox"/> HS Foreign Language		TLA/BUS/GE _____		
(must include 2000-level)			TLA/BUS/GE _____		
<input type="checkbox"/> Non-Western:			Electives _____ Hours: (BS = 13 - BA = 4)		
Checklist & Notes:					
<input type="checkbox"/> Portfolio <input type="checkbox"/> GPA					
<input type="checkbox"/> 6 Hours Upper-Division General Education					

<input type="checkbox"/> Minor _____ <input type="checkbox"/> 2nd Major _____					
			<input type="checkbox"/> 40 Hours Upper-Division?		

Appendix 6-2 - Advising Notes

Advising Notes for SMSC Students

Definitions and Other Notes

TLA/BUS/GE – UPPER –DIVISION

(3000-4000 level)

TLA = Traditional Liberal Arts (From the College of Arts & Sciences)

AMST, ART, ASL, BIOL, BOT, CS, DANC, ECON, ENGL, FLL, UD Foreign Language, GEOG, GEOL, GWST, HIST, MATH, MICR, MUSI, PBIO, PHIL, PHYS, POLS, PSYC, REL, SOC, STAT, TH, ZOOL

BUS = Business (From the Spears School of Business)

BADM, BCOM, EEE, FIN, LSB, MGMT, MKTG, MSIS

GE = Gen Ed (General Education) - Gen Eds are classes with designations such as (A), (N), (H), (D), (I), (S). Any upper-division Gen Ed course can be used in this area except SMSC classes (MC, MMJ, SC & SPM). Gen Ed classes can be found (under Attributes) using the Advanced Search Option in Banner Self-Service.

Any Arts or (H) in College/Dept Requirements:

Arts and Humanities are defined as any course carrying an (H) designation or courses from AMST, ART, DANC, ENGL (except ENGL 3323) HIST, MUSI, PHIL (except PHIL 1313 Logic and Critical Thinking (A), PHIL 3003 (A) and PHIL 4003), REL, TH, and foreign languages.

Any (N) Science or (A) Math in College/Dept Requirements:

Natural and Mathematical Sciences are defined as any course from the following prefixes: ASTR, BIOC, BIOL, CHEM, CS (except CS 4883), GEOL, MATH, MICR, PBIO, PHYS, and STAT; or courses from other departments that carry an (A) or (N) general education designation.

Any (L) Scientific Investigation: This is the "Lab" requirement. Some Natural Science (N) courses carry the (L) designation and some do not. All students must have at least one (L) to graduate. These can be found using the Advanced Search Option in Banner Self-Service/Attributes. Search under "Scientific Investigation".

Upper-Division Gen Eds (A)(N)(H)(D)(I)(S): A&S students need two 3000 or 4000 level gen eds (six credit hours) somewhere on their degree sheet. This may not include courses from MC, MMJ, SC OR SPM.

Non-Western Requirement (BAs Only): Non-Western Studies Requirement for B.A.; One 3-hour course in Non-Western Studies (N.W.). This requirement may be satisfied by a course also used to satisfy any other part of a student's degree program (i.e., in General Education, College/Dept. or Major Requirements or Electives). Non-Western courses can be found using the Advanced Search Option in Banner Self-Service. Search under Attributes.

STAT must be completed BEFORE SC 3953 / MMJ 4393 (research class).

Other Notes:

GPA Requirements: All courses from SMSC (MC, MMJ, SC and SPM) must be a C or better to count towards graduation. Additionally, students must have a combined 2.5 or better GPA in all major area requirements.

Course Descriptions Including Prerequisites:

Course Listings from OSU's Course Catalog: <http://catalog.okstate.edu/courses/>
Also, course descriptions and prerequisites can be found in Banner Self-Service.

Enrollment Guides:

This includes enrollment dates, important dates and deadlines and final exam schedule.
<https://registrar.okstate.edu/Registration-and-Enrollment>

MORE:

A minimum of 72 hours must be taken outside of MC-MMJ-SC-SPM. No more than 12 hours in MC-MMJ-SC-SPM can be transferred from other institutions.

Students are required to develop and maintain a portfolio exhibiting specific and appropriate work including required class assignments

Total hours must include at least 40 hours in courses numbered 3000 or above. Additionally, at least 60 hours must be from a four-year institution.

Hours in SMSC in excess of 48 will be added to the minimum total of 120 required for graduation.

Appendix 6-3 - Trial Study



Office of the Registrar
322 Student Union
Stillwater, Oklahoma 74078-1013
405-744-6876, Fax 405-744-8426
registrar@okstate.edu

TRIAL STUDY SEMESTER: ☐ Spring ☐ Summer ☐ Fall YEAR: 20

STUDENT ID:

Name (please print - last, first, middle):

[illegible]

Total Credit Hours

Should the original course and alternates requested become unavailable to the student, then the following courses may be substituted (List courses below):

STUDENT SIGNATURE _____

Date _____

ADVISER SIGNATURE _____

Date _____

Registrar Use: _____ Initials _____ Date _____

White - Registrar copy
Yellow - Student copy
Pink - Adviser copy

Appendix 6-4 - Sample Database

NAME	NAJ 1	NAJ 2	Maj	OPT	Maj	Hrs	GRAD	DG	GC	RACE	ENR	LPE	CIVID	F19 Adv	Email Address	New	Prior	Trans	Acad	Year DP	Notes	Name2	Maj	OP	No	Cred	MC 2023		MMU 3153	MMU 3265	MMU 3313	MMU 3553	MMU 3913	MMU 4313	MMU 4393	MMU 4593
																											Hz	Off								
SC	SC	SC	40	Spr 2021	BA	Black	F	80											3,700			SC	SC	Spr 2021	SP19	SP19										
MD	MD	MD	98	Spr 2021	BA	Black	F	92.5											3,700			SC	SC	Spr 2021	SP19	SP19										
SC	SC	SC	98	Spr 2021	BS	Black	F	77.5											3,735			SC	SC	Spr 2021	SP19	SP19										
SC	SC	SC	4	Spr 2021	BS	Black	F	92.5											4,000			SC	SC	Spr 2021	SP19	SP19										
MMU	MMU	MMU	135	Spr 2019	BS	W	F	82.5											3,364			SC	SC	Spr 2019	SP19	SP19										
SC	SC	SC	86	Spr 2020	BS	W	F	85											3,880			SC	SC	Spr 2020	SP19	SP19										
SC	SC	SC	97	Fall 2019	BS	Black	F	87.5											2,766			SC	SC	Spr 2019	SP19	SP19										
SC	SC	SC	93	Spr 2020	BS	Black	F	87.5											3,867			SC	SC	Spr 2020	SP19	SP19										
SC	SC	SC	47	Spr 2021	BS	Black	F	85											3,213			SC	SC	Spr 2021	SP19	SP19										
SC	SC	SC	107	Fall 2019	BS	W	F	80											2,791			SC	SC	Fall 2019	SP19	SP19										
SPM	SPM	SPM	107	Spr 2019	BA	W	F	87.5											3,364			SC	SC	Spr 2019	SP19	SP19										
SPM	SPM	SPM	67	Spr 2020	BS	W	F	80											2,682			SC	SC	Spr 2020	SP19	SP19										
MMU	MMU	MMU	EDU	NP	100	Spr 2021	BS	W	F										3,900			SC	SC	Spr 2021	SP19	SP19										
SC	SC	SC	110	Spr 2019	BS	W	F	87.5											3,109			SC	SC	Spr 2019	SP19	SP19										
SC	SC	SC	62	Spr 2021	BA	Black	F	82.5											2,774			SC	SC	Spr 2021	SP19	SP19										
MMU	MMU	MMU	NP	106	Spr 2019	BS	W	F	92.5										4,000			SC	SC	Spr 2019	SP19	SP19										
SC	SC	SC	50	Spr 2021	BS	W	F	97.5											3,800			SC	SC	Spr 2021	SP19	SP19										
SC	SC	SC	75	Fall 2020	BA	W	F	87.5											3,080			SC	SC	Spr 2020	SP19	SP19										
SC	SC	SC	53	Spr 2021	BS	W	F																													

[illegible]

Appendix 8-1 - Methods for Communicating with Alumni



#SMSO

405-744-6354

STILLWATER, OK 74078

206 PAUL MILLER JOURNALISM BUILDING

OKLAHOMA STATE UNIVERSITY

SCHOOL OF MEDIA AND STRATEGIC COMMUNICATIONS

Happy
Birthday

SCHOOL OF MEDIA AND STRATEGIC COMMUNICATIONS
OKLAHOMA STATE UNIVERSITY

To Marcia Adams -

Wishing you
THE happiest
OF birthdays!

Azra Cooley

John McGinnis

Melissa Collier

Melissa Collier

Becky Farrell
Nancy Johnson

Mary Smith

SCHOOL OF MEDIA AND STRATEGIC COMMUNICATIONS
OKLAHOMA STATE UNIVERSITY



Dear Phillip,

Thank you for your support of our School. Your support sends a powerful message demonstrating your commitment to our students and our mission.

We have been busy in the JB this year. We just launched a daily live newscast. Our students continue to earn top honors in national competitions. Faculty members use cutting edge tools to advance their research and challenge our students.

I truly appreciate your support for OSU and wish you the best in the upcoming year. If you're close to campus, please stop by so we can thank you in person. Should you have any questions about our school, my number is (405) 744-7676.

Loyal & True,

Craig Freeman
Director, School of Media & Strategic Communication



**HAPPY
BIRTHDAY!**

Warmest wishes on your special day!
Happy Birthday!

School of Media & Strategic Communications



FROM: THE SCHOOL OF
MEDIA AND STRATEGIC
COMMUNICATIONS



*Happy Holidays & Best
Wishes for the New Year!*



Appendix 9-1 - Assessment Plan

School of Media & Strategic Communications

2016-17 Assessment Plan

Bachelor of Arts in Multimedia Journalism

by Bobbi Kay Lewis, Associate Director of Undergraduate Studies

submitted March 1, 2016

APPROVED BY FACULTY SEPTEMBER 20, 2019

Introduction

The School of Media and Strategic Communications (SMSC) at Oklahoma State University has a proud tradition of preparing students for successful careers and for providing them with a well-rounded foundation of skills and appreciation for the importance of mass communication in American society. SMSC student learning goals are in line with the 12 professional values and competencies as suggested by the accrediting Council on Education in Journalism and Mass Communication (ACEJMC). SMSC consolidated the 12 values and competencies into eight learning outcomes titled the O-State 8.

Mission

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media and Strategic Communications will do this by promoting:

1. Critical thinking
2. Creativity
3. Global awareness
4. Appreciation for the liberal arts
5. Adaptability
6. Problem solving skills
7. Diversity
8. Leadership
9. Community involvement

Student Learning Outcomes

ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Student Learning Outcomes “The O-State 8”

1. Students demonstrate an understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communication.
2. Students demonstrate an understanding of the relevance of human diversity in mass communications.
3. Students demonstrate an understanding of the history and social role of mass communications.
4. Students demonstrate critical, creative and individual thinking.
5. Students demonstrate an understanding of the relevant theories and concepts of mass communications.
6. Students demonstrate an understanding of the methods and techniques of research, information and news gathering.
7. Students demonstrate appropriate writing, editing and production techniques in multimedia journalism.
8. Students demonstrate an understanding of relevant planning and management methods in multimedia journalism.

Direct and Indirect Measures

Direct Measure #1: Core Competencies Test

In order to measure student learning outcomes in the core curriculum of all 3 degree programs in SMSC, a test was developed to be administered to incoming sophomores taking SC 2003 Media Style & Structure and to outgoing/graduating seniors in their senior capstone course.

The test includes 50 multiple-choice questions grouped into categories based on the professional values and competencies required by the Accrediting Council for Education in Journalism and Mass Communication and the O-State 8 learning outcomes. The questions and learning outcomes covered on this test will be covered in the following 5 core courses that students in all 3 majors are required to complete:

- MC 1143 Media in a Diverse Society
- MC 2003 Mass Media Style & Structure
- MC 2023 Electronic Communication
- MC 4143 Ethics and Issues in Mass Communication
- MC 4163 Mass Communication Law

The percentage of the two groups answering each of the 50 questions correctly will be computed. In addition, the percentage of the two groups answering each question correctly in each category will also be calculated to compare results for each competency.

The purpose of the Core Competencies Test is to establish a reasonable benchmark for student achievement of the different areas by the time students graduate. In addition, the test will determine whether (and by what percentage) the outgoing/graduating seniors score higher on average than the incoming/sophomores group.

SMSC will start administering the Core Competencies Test in the respective courses in Fall 2016-Spring 2017 semesters. Analysis will be conducted on an academic calendar basis, and results will be compared over time.

Competency Categories

1. Truth, accuracy and fairness
2. Freedom of speech and the press
3. Ethical ways of thinking
4. History and role of media in society'
5. Diversity of audiences in a global age
6. Application of theories
7. Understand data and statistics
8. Understand planning and management methods

The following O-State 8 learning outcomes will be assessed by this measure:

1. Students demonstrate an understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communication.
2. Students demonstrate an understanding of the relevance of human diversity in mass communications.
3. Students demonstrate an understanding of the history and social role of mass communications.
5. Students demonstrate an understanding of the relevant theories and concepts of mass communications.
8. Students demonstrate an understanding of relevant planning and management methods in multimedia journalism.

Direct Measure #2: Capstone Projects/Portfolios

The school offers a Multimedia Journalism capstone course, which is a culmination and integration of the courses throughout the degree program. Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. The artifacts available on the online portfolios of graduated students will be used to assess the learning outcomes. The links to graduated students' electronic portfolios will be entered into a spreadsheet. Ten percent of the Spring 2016 portfolios will be selected using the online randomizing tool, Randomizer. External reviewers (media professionals) will be asked to assess the online portfolios based on the assessment rubric.

The following O-State 8 learning outcomes will be assessed by this measure:

4. Students demonstrate critical, creative and individual thinking.
6. Students demonstrate an understanding of the methods and techniques of research, information and news gathering.
7. Students demonstrate appropriate writing, editing and production techniques in multimedia journalism.

The assessment values are the same for all learning outcomes. The following scale will be used to assess the learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Indirect Measure #1: Internship Evaluation

Students in SMSC are strongly encouraged to earn 3 hours of credit through a professional internship. As part of the internship process, students and their supervisors are asked to complete an evaluation form that includes an assessment of ACEJMC's 12 values and competencies.

Students are asked to rate their internship experience within the context of the learning outcomes/competencies (listed below) using the scale (shown below) by indicating the degree to which they believe they were able to do the

following as a result of the internship (“I can do XXX”).

The following learning outcomes/competencies will be assessed by this measure:

1. Understands the tools and technology required to get assigned tasks completed.
2. Practices professional and ethical principles.
3. Demonstrates an understanding of the role of the profession in society.
4. Demonstrates respect for colleagues of different ethnic and cultural backgrounds.
5. Presents data, text, and images in a professional manner.
6. Writes correctly and clearly.
7. Critically evaluates their own work and others’ to ensure quality work.
8. Conducts research and is able to evaluate information.
9. Solves problems creatively and resourcefully.

Learning outcomes/competencies are rated based on the following scale:

- 0 = Not Applicable
- 1 = No or Poor representation of competency
- 2 = Somewhat poor representation of competency
- 3 = Average representation of competency
- 4 = Good representation of competency
- 5 = Outstanding representation of competency

Indirect Measure #2: Alumni Survey

The purpose of the survey is to examine recent graduates’ perceptions of how well SMSC is preparing graduates for today’s jobs in communications. The survey will be disseminated to all SMSC graduates from 2012, 2013 and 2014. These recent graduates most recently entered the job market and have the most recent recollections of what they were taught while attending OSU.

Indirect Measure #3: Senior Exit Interviews

We ask graduating seniors to visit with the associate director of undergraduate studies toward the end of the spring semester. Embedded in this discussion are direct questions concerning the learning outcomes, in which students are asked to rank their perception of how well they might be able to discuss each

topic. Students are randomly selected and asked to participate in the interviews. Participation in the exit interview is not required, but we tend to get a good representation of students and a good insight into their perceptions of how well we cover each outcome when taken as part of the overall evaluation process. Approximately 8 MMJ students will be interviewed.

Analysis and Use of the Results

Upon completion of the yearly Departmental Assessment Report, trends in the assessments will be investigated by the departmental curriculum committee. Thus, specific areas of weakness can be identified. Based on these trends, proposals for adjustments in the curriculum will be made by the curriculum committee. The committee will present the results of the assessment and the proposed curriculum adjustments to the faculty for discussion on a yearly basis in Faculty meetings, leading to votes on specific plans for adjustments to the curriculum when needed.

As a result of assessment efforts, we have recently changed the way we offer some of courses to put more focus and faculty attention to training our students to be better writers. Specifically, MC 2003 Mass Media Style & Structure was changed to be taught as lecture/lab combination with faculty teaching 20 students per section, rather than a large lecture course with separate lab sections taught by teaching assistants.

This new plan is an update of past successful assessment methods, as well as an addition of new methods. We are currently planning to make more curricular adjustments based on feedback from professionals analyzing portfolios and internships.

School of Media & Strategic Communications

2016-17 Assessment Plan

Bachelor of Science in Multimedia Journalism

by Bobbi Kay Lewis, Associate Director of Undergraduate Studies

submitted March 1, 2016

APPROVED BY FACULTY SEPTEMBER 20, 2019

Introduction

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2. Creativity
3. Global awareness
4. Appreciation for the liberal arts
5. Adaptability
6. Problem solving skills
7. Diversity
8. Leadership
9. Community involvement

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ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Student Learning Outcomes “The O-State 8”

1. Students demonstrate an understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communication.
2. Students demonstrate an understanding of the relevance of human diversity in mass communications.
3. Students demonstrate an understanding of the history and social role of mass communications.
4. Students demonstrate critical, creative and individual thinking.
5. Students demonstrate an understanding of the relevant theories and concepts of mass communications.
6. Students demonstrate an understanding of the methods and techniques of research, information and news gathering.
7. Students demonstrate appropriate writing, editing and production techniques in multimedia journalism.
8. Students demonstrate an understanding of relevant planning and management methods in multimedia journalism.

Direct and Indirect Measures

Direct Measure #1: Core Competencies Test

In order to measure student learning outcomes in the core curriculum of all 3 degree programs in SMSC, a test was developed to be administered to incoming sophomores taking SC 2003 Media Style & Structure and to outgoing/graduating seniors in their senior capstone course.

The test includes 50 multiple-choice questions grouped into categories based on the professional values and competencies required by the Accrediting Council for Education in Journalism and Mass Communication and the O-State 8 learning outcomes. The questions and learning outcomes covered on this test will be covered in the following 5 core courses that students in all 3 majors are required to complete:

- MC 1143 Media in a Diverse Society
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- MC 2023 Electronic Communication
- MC 4143 Ethics and Issues in Mass Communication
- MC 4163 Mass Communication Law

The percentage of the two groups answering each of the 50 questions correctly will be computed. In addition, the percentage of the two groups answering each question correctly in each category will also be calculated to compare results for each competency.

The purpose of the Core Competencies Test is to establish a reasonable benchmark for student achievement of the different areas by the time students graduate. In addition, the test will determine whether (and by what percentage) the outgoing/graduating seniors score higher on average than the incoming/sophomores group.

SMSC will start administering the Core Competencies Test in the respective courses in Fall 2016-Spring 2017 semesters. Analysis will be conducted on an academic calendar basis, and results will be compared over time.

Competency Categories

1. Truth, accuracy and fairness
2. Freedom of speech and the press
3. Ethical ways of thinking
4. History and role of media in society'
5. Diversity of audiences in a global age
6. Application of theories
7. Understand data and statistics
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The following O-State 8 learning outcomes will be assessed by this measure:

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8. Students demonstrate an understanding of relevant planning and management methods in multimedia journalism.

Direct Measure #2: Capstone Projects/Portfolios

The school offers a Multimedia Journalism capstone course, which is a culmination and integration of the courses throughout the degree program. Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. The artifacts available on the online portfolios of graduated students will be used to assess the learning outcomes. The links to graduated students' electronic portfolios will be entered into a spreadsheet. Ten percent of the Spring 2016 portfolios will be selected using the online randomizing tool, Randomizer. External reviewers (media professionals) will be asked to assess the online portfolios based on the assessment rubric.

The following O-State 8 learning outcomes will be assessed by this measure:

4. Students demonstrate critical, creative and individual thinking.
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Indirect Measure #1: Internship Evaluation

Students in SMSC are strongly encouraged to earn 3 hours of credit through a professional internship. As part of the internship process, students and their supervisors are asked to complete an evaluation form that includes an assessment of ACEJMC's 12 values and competencies.

Students are asked to rate their internship experience within the context of the learning outcomes/competencies (listed below) using the scale (shown below) by indicating the degree to which they believe they were able to do the

following as a result of the internship (“I can do XXX”).

The following learning outcomes/competencies will be assessed by this measure:

1. Understands the tools and technology required to get assigned tasks completed.
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5. Presents data, text, and images in a professional manner.
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The purpose of the survey is to examine recent graduates’ perceptions of how well SMSC is preparing graduates for today’s jobs in communications. The survey will be disseminated to all SMSC graduates from 2012, 2013 and 2014. These recent graduates most recently entered the job market and have the most recent recollections of what they were taught while attending OSU.

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We ask graduating seniors to visit with the associate director of undergraduate studies toward the end of the spring semester. Embedded in this discussion are direct questions concerning the learning outcomes, in which students are asked to rank their perception of how well they might be able to discuss each

topic. Students are randomly selected and asked to participate in the interviews. Participation in the exit interview is not required, but we tend to get a good representation of students and a good insight into their perceptions of how well we cover each outcome when taken as part of the overall evaluation process. Approximately 8 MMJ students will be interviewed.

Analysis and Use of the Results

Upon completion of the yearly Departmental Assessment Report, trends in the assessments will be investigated by the departmental curriculum committee. Thus, specific areas of weakness can be identified. Based on these trends, proposals for adjustments in the curriculum will be made by the curriculum committee. The committee will present the results of the assessment and the proposed curriculum adjustments to the faculty for discussion on a yearly basis in Faculty meetings, leading to votes on specific plans for adjustments to the curriculum when needed.

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This new plan is an update of past successful assessment methods, as well as an addition of new methods. We are currently planning to make more curricular adjustments based on feedback from professionals analyzing portfolios and internships.

School of Media & Strategic Communications

2016-17 Assessment Plan

Bachelor of Arts in Sports Media

by Bobbi Kay Lewis, Associate Director of Undergraduate Studies

submitted March 1, 2016

APPROVED BY FACULTY SEPTEMBER 20, 2019

Introduction

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1. Critical thinking
2. Creativity
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Student Learning Outcomes

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1. Students demonstrate an understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communication.
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3. Students demonstrate an understanding of the history and social role of mass communications and sports media.
4. Students demonstrate critical, creative and individual thinking.
5. Students demonstrate an understanding of the relevant theories and concepts of sports media.
6. Students demonstrate an understanding of the methods and techniques of research and information gathering.
7. Students demonstrate appropriate writing, editing and production techniques in sports media.
8. Students demonstrate an understanding of relevant planning and management methods in sports media.

Direct and Indirect Measures

Direct Measure #1: Core Competencies Test

In order to measure student learning outcomes in the core curriculum of all 3 degree programs in SMSC, a test was developed to be administered to incoming sophomores taking SC 2003 Media Style & Structure and to outgoing/graduating seniors in their senior capstone course.

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Analysis and Use of the Results

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School of Media & Strategic Communications

2016-17 Assessment Plan

Bachelor of Science in Sports Media

by Bobbi Kay Lewis, Associate Director of Undergraduate Studies

submitted March 1, 2016

APPROVED BY FACULTY SEPTEMBER 20, 2019

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The test includes 50 multiple-choice questions grouped into categories based on the professional values and competencies required by the Accrediting Council for Education in Journalism and Mass Communication and the O-State 8 learning outcomes. The questions and learning outcomes covered on this test will be covered in the following 5 core courses that students in all 3 majors are required to complete:

- MC 1143 Media in a Diverse Society
- MC 2003 Mass Media Style & Structure
- MC 2023 Electronic Communication
- MC 4143 Ethics and Issues in Mass Communication
- MC 4163 Mass Communication Law

The percentage of the two groups answering each of the 50 questions correctly will be computed. In addition, the percentage of the two groups answering each question correctly in each category will also be calculated to compare results for each competency.

The purpose of the Core Competencies Test is to establish a reasonable benchmark for student achievement of the different areas by the time students graduate. In addition, the test will determine whether (and by what percentage) the outgoing/graduating seniors score higher on average than the incoming/sophomores group.

SMSC will start administering the Core Competencies Test in the respective courses in Fall 2016-Spring 2017 semesters. Analysis will be conducted on an academic calendar basis, and results will be compared over time.

Competency Categories

1. Truth, accuracy and fairness
2. Freedom of speech and the press
3. Ethical ways of thinking
4. History and role of media in society'
5. Diversity of audiences in a global age
6. Application of theories
7. Understand data and statistics
8. Understand planning and management methods

The following O-State 8 learning outcomes will be assessed by this measure:

1. Students demonstrate an understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communication.
2. Students demonstrate an understanding of the relevance of human diversity in mass communications.
3. Students demonstrate an understanding of the history and social role of mass communications.
5. Students demonstrate an understanding of the relevant theories and concepts of strategic communications.
8. Students demonstrate an understanding of relevant planning and management methods in strategic communications.

Direct Measure #2: Capstone Projects/Portfolios

The school offers a Strategic Communications capstone course, which is a culmination and integration of the courses throughout the degree program. Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. The artifacts available on the online portfolios of graduated students will be used to assess the learning outcomes. The links to graduated students' electronic portfolios will be entered into a spreadsheet. Ten percent of the Spring 2016 portfolios will be selected using the online randomizing tool, Randomizer. External reviewers (media professionals) will be asked to assess the online portfolios based on the assessment rubric.

The following O-State 8 learning outcomes will be assessed by this measure:

4. Students demonstrate critical, creative and individual thinking.
6. Students demonstrate an understanding of the relevant theories and concepts of strategic communications.
7. Students demonstrate an understanding of the methods and techniques of research and information gathering.

The assessment values are the same for all learning outcomes. The following scale will be used to assess the learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Indirect Measure #1: Internship Evaluation

Students in SMSC are strongly encouraged to earn 3 hours of credit through a professional internship. As part of the internship process, students and their supervisors are asked to complete an evaluation form that includes an assessment of ACEJMC's 12 values and competencies.

Students are asked to rate their internship experience within the context of the learning outcomes/competencies (listed below) using the scale (shown below) by indicating the degree to which they believe they were able to do the following as a result of the internship ("I can do XXX").

The following learning outcomes/competencies will be assessed by this measure:

1. Understands the tools and technology required to get assigned tasks completed.
2. Practices professional and ethical principles.
3. Demonstrates an understanding of the role of the profession in society.
4. Demonstrates respect for colleagues of different ethnic and cultural backgrounds.
5. Presents data, text, and images in a professional manner.
6. Writes correctly and clearly.
7. Critically evaluates their own work and others' to ensure quality work.
8. Conducts research and is able to evaluate information.
9. Solves problems creatively and resourcefully.

Learning outcomes/competencies are rated based on the following scale:

- 0 = Not Applicable
- 1 = No or Poor representation of competency
- 2 = Somewhat poor representation of competency
- 3 = Average representation of competency
- 4 = Good representation of competency
- 5 = Outstanding representation of competency

Indirect Measure #2: Alumni Survey

The purpose of the survey is to examine recent graduates' perceptions of how well SMSC is preparing graduates for today's jobs in communications. The survey will be disseminated to all SMSC graduates from 2012, 2013 and 2014. These recent graduates most recently entered the job market and have the most recent recollections of what they were taught while attending OSU.

Indirect Measure #3: Senior Exit Interviews

We ask graduating seniors to visit with the associate director of undergraduate studies toward the end of the spring semester. Embedded in this discussion are direct questions concerning the learning outcomes, in which students are asked to rank their perception of how well they might be able to discuss each topic. Students are randomly selected and asked to participate in the interviews. Participation in the exit interview is not required, but we tend to get a good representation of students and a good insight into their perceptions of how well we cover each outcome when taken as part of the overall evaluation process. Approximately 10 strategic communications students will be interviewed.

Analysis and Use of the Results

Upon completion of the yearly Departmental Assessment Report, trends in the assessments will be investigated by the departmental curriculum committee. Thus, specific areas of weakness can be identified. Based on these trends, proposals for adjustments in the curriculum will be made by the curriculum committee. The committee will present the results of the assessment and the proposed curriculum adjustments to the faculty for discussion on a yearly basis in Faculty meetings, leading to votes on specific plans for adjustments to the curriculum when needed.

As a result of assessment efforts, we have recently changed the way we offer some of courses to put more focus and faculty attention to training our students to be better writers. Specifically, MC 2003 Mass Media Style & Structure was changed to be taught as lecture/lab combination with faculty teaching 20 students per section, rather than a large lecture course with separate lab sections taught by teaching assistants.

This new plan is an update of past successful assessment methods, as well as an addition of new methods. We are currently planning to make more curricular adjustments based on feedback from professionals analyzing portfolios and internships.

School of Media & Strategic Communications

2016-17 Assessment Plan

Bachelor of Science in Strategic Communications

by Bobbi Kay Lewis, Associate Director of Undergraduate Studies

submitted March 1, 2016

APPROVED BY FACULTY SEPTEMBER 20, 2019

Introduction

The School of Media and Strategic Communications (SMSC) at Oklahoma State University has a proud tradition of preparing students for successful careers and for providing them with a well-rounded foundation of skills and appreciation for the importance of mass communication in American society. SMSC student learning goals are in line with the 12 professional values and competencies as suggested by the accrediting Council on Education in Journalism and Mass Communication (ACEJMC). SMSC consolidated the 12 values and competencies into eight learning outcomes titled the O-State 8.

Mission

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media and Strategic Communications will do this by promoting:

1. Critical thinking
2. Creativity
3. Global awareness
4. Appreciation for the liberal arts
5. Adaptability
6. Problem solving skills
7. Diversity
8. Leadership
9. Community involvement

Student Learning Outcomes

ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Student Learning Outcomes “The O-State 8”

1. Students demonstrate an understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communication.
2. Students demonstrate an understanding of the relevance of human diversity in mass communications.
3. Students demonstrate an understanding of the history and social role of mass communications.
4. Students demonstrate critical, creative and individual thinking.
5. Students demonstrate an understanding of the relevant theories and concepts of strategic communications.
6. Students demonstrate an understanding of the methods and techniques of research and information gathering.
7. Students demonstrate appropriate writing, editing and production techniques in strategic communications.
8. Students demonstrate an understanding of relevant planning and management methods in strategic communications.

Direct and Indirect Measures

Direct Measure #1: Core Competencies Test

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Appendix 9-2 - Assessment Reports

2017 - 2018
Annual Assessment Report

Bachelor of Arts
Multimedia Journalism



School of Media & Strategic Communication
Multimedia Journalism – Bachelor of Arts
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 40

Number of students graduated in 2017-2018: 12

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:	50 percent
Average score for MMJ – BA students who took the pretest	21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):	28 percent
Average score on questions 31-40 (ethics):	62 percent

Posttest:

Average score for all SMSC students who took the posttest:	67 percent
Average score for MMJ-BA students who took the posttest:	38 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:	55 percent
The average score on questions 31-40	75 percent

Senior Exits:

The average for Learning Outcome #1:	5 out of 5
--------------------------------------	------------

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.7 out of 5, which achieves the goal.

Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.7 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. \ |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits: Goal achieved

4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
 - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
 - *if the student's work reflected looking beyond the obvious (Excel Column F)*
 - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 6.2 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.8 out of 5 Goal achieved

Internal Portfolio Reviews: 4 out of 5 No goal set during first year

Internship Evaluations: 6.2 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)
2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.
2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.9 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.2)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.93 out of 5 – Goal achieved
Internal portfolio reviews:	4 out of 5 - No goal set
Internship Evaluations:	6.2 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.8 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.6)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.4 out of 5 – goal not achieved
Internal Portfolio Reviews:	4 out of 5 – no goal set
Internship Supervisor Reviews:	6.2 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4+ or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 3.75 out of 5 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

MMJ faculty need to address this Learning Outcome in appropriate classes. Seniors scored this as the lowest Learning Outcome

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

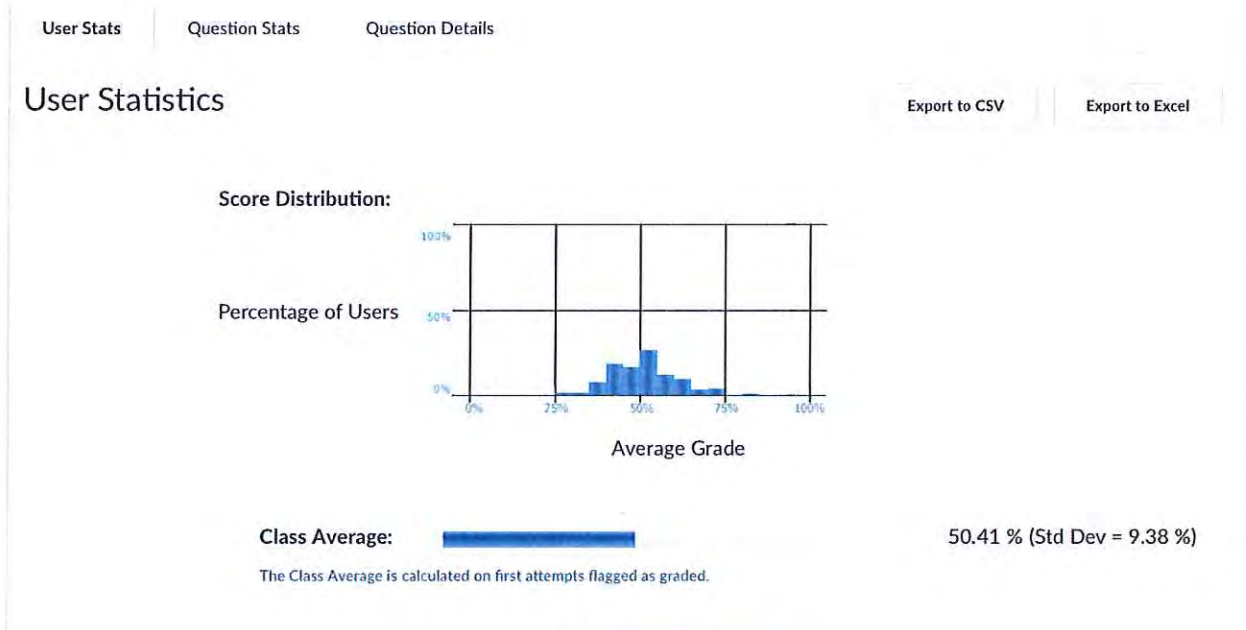
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

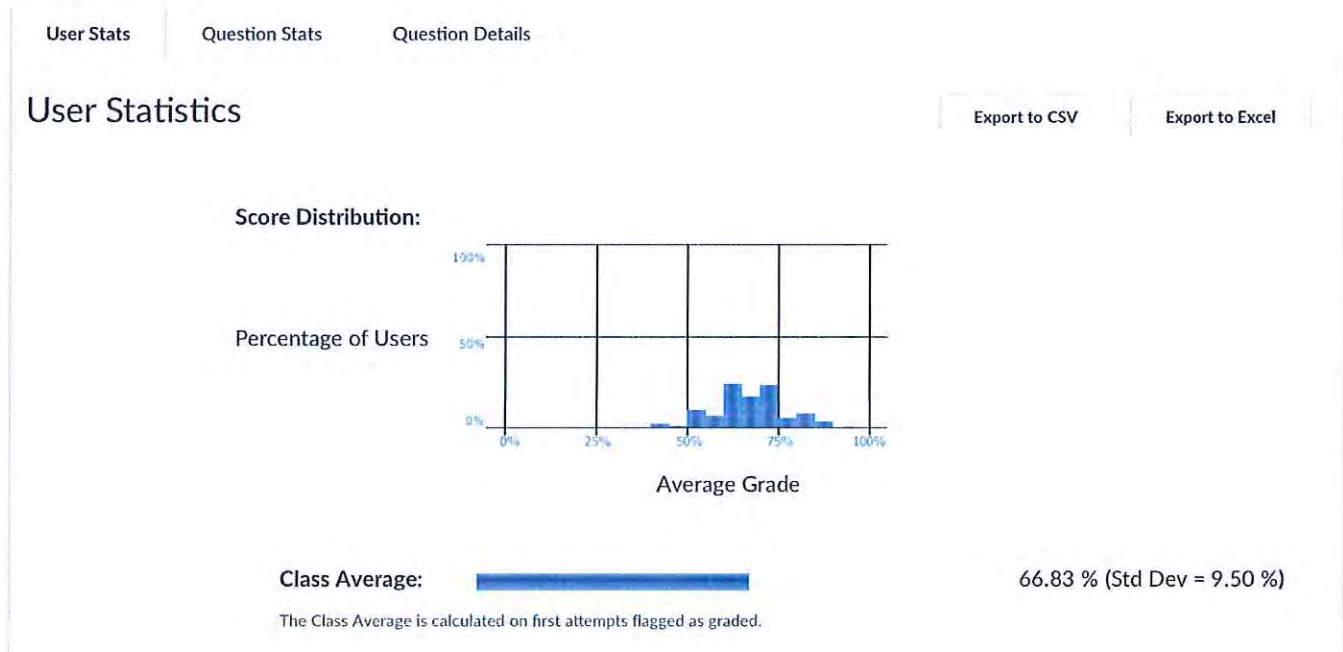
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Science
Multimedia Journalism



School of Media & Strategic Communication
Multimedia Journalism – Bachelor of Science
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 16

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:	50 percent
Average score for MMJ – BS students who took the pretest	21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):	28 percent
Average score on questions 31-40 (ethics):	62 percent

Posttest:

Average score for all SMSC students who took the posttest:	67 percent
Average score for MMJ-BS students who took the posttest:	35 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:	55 percent
The average score on questions 31-40	75 percent

Senior Exits:

The average for Learning Outcome #1:	5 out of 5
--------------------------------------	------------

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.7 out of 5, which achieves the goal.

Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.7 out of 5, Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. \ |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits: Goal achieved 4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
 - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
 - *if the student's work reflected looking beyond the obvious (Excel Column F)*
 - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 6.2 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.8 out of 5 Goal achieved

Internal Portfolio Reviews: 4 out of 5 No goal set during first year

Internship Evaluations: 6.2 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.9 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.2)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.93 out of 5 – Goal achieved

Internal portfolio reviews: 4 out of 5 - No goal set

Internship Evaluations: 6.2 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com

Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.8 out of 5)

Internal Portfolio Reviews: No goal set in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.6)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 3.4 out of 5 – goal not achieved

Internal Portfolio Reviews: 4 out of 5 – no goal set

Internship Supervisor Reviews: 6.2 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4+ or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 3.75 out of 5 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

MMJ faculty need to address this Learning Outcome in appropriate classes. Seniors scored this as the lowest Learning Outcome

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

- Strongly agree - 5
- Agree - 4
- Neutral - 3
- Disagree - 2
- Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

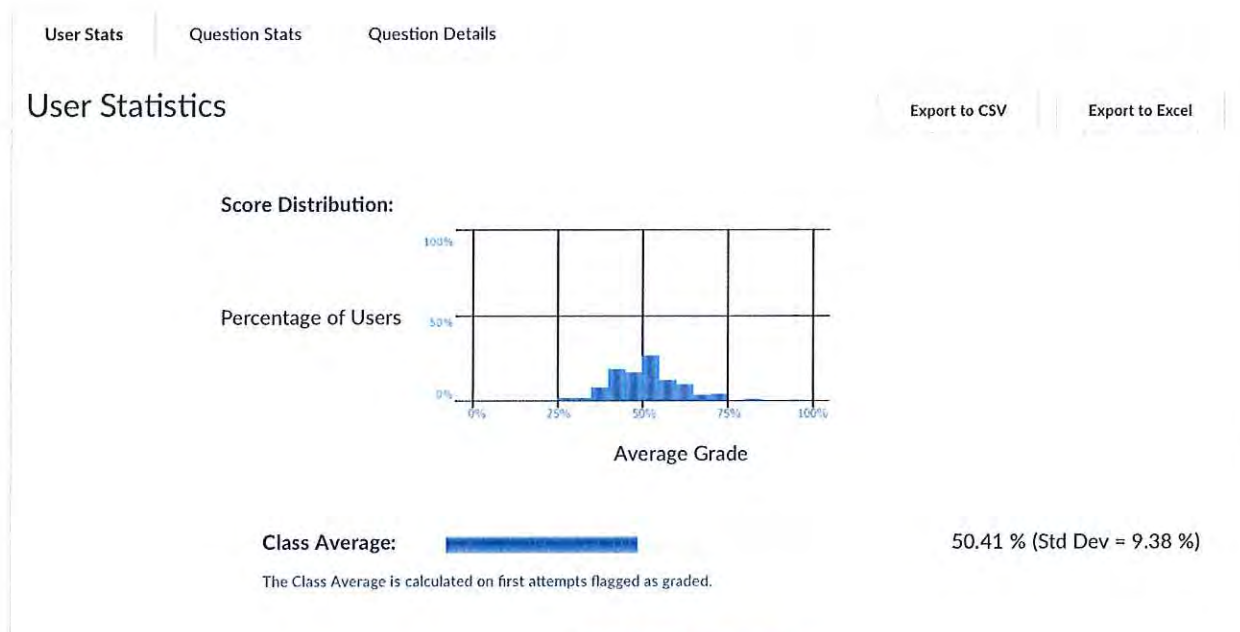
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

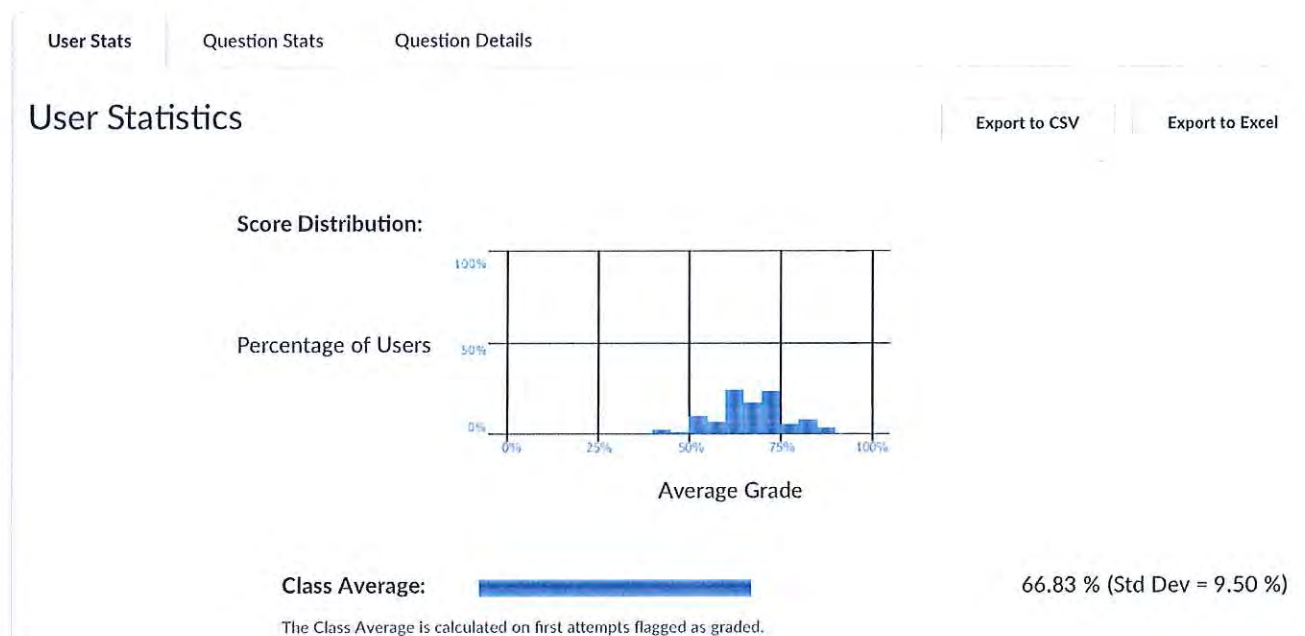
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Arts
Strategic Communication



School of Media & Strategic Communication
Strategic Communications – Bachelor of Arts
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 82

Number of students graduated in 2017-2018: 32

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest: 50 percent

Average score for SC – BA students who took the pretest 20 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law): 28 percent

Average score on questions 31-40 (ethics): 62 percent

Posttest:

Average score for all SMSC students who took the posttest: 67 percent

Average score for SC-BA students who took the posttest: 31 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: 55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1: 4.7 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale:

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4.2+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.6 out of 5, which achieves the faculty goal.

Senior students "strongly agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. No weaknesses discovered.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.6 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. \ |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated this outcome: 4.2 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history, social roles and diversity.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
 - if the student was able to craft innovative solutions to difficult problems (Excel Column E)
 - if the student's work reflected looking beyond the obvious (Excel Column F)
 - if the student had the ability to effectively communicate complex ideas (Excel Column G)
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internship Evaluations: Score better than 2017 (2017 average was 6.7 out of 7)

Internal Portfolio Review: First year – no goal

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 4 out of 5 Goal achieved

Internal Portfolio Reviews: 4.1 out of 5 No goal set during first year

Internship Evaluations: 6.8 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017.

The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving throughout the entire curriculum should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked this learning outcome as 4.6 out of 5. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low.

Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts of mass communications.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)
2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.
2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.91 out of 5 – Goal achieved
Internal portfolio reviews: 3.91 out of 5 - No goal set
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.6 out of 5)
Internal Portfolio Reviews: No goal set in 2018
Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 4.3 out of 5
Internal Portfolio Reviews: 3.8 out of 5
Internship Supervisor Reviews: 6.8 out of 7

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4.4 out of 5 (2017 score)

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.8 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

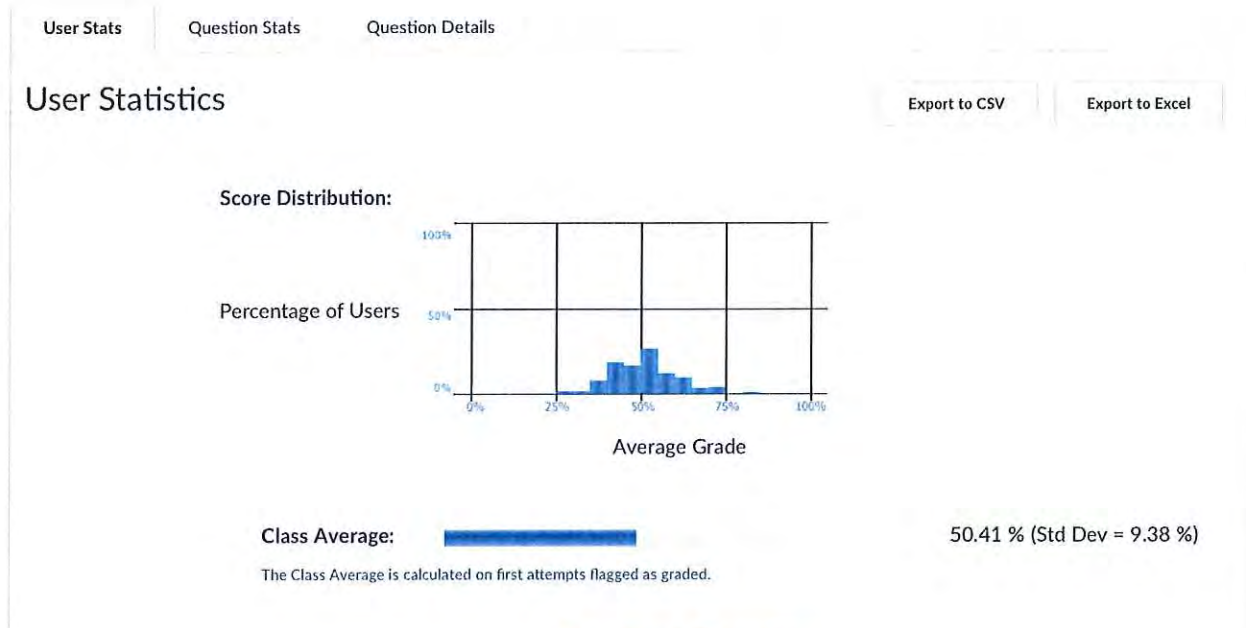
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

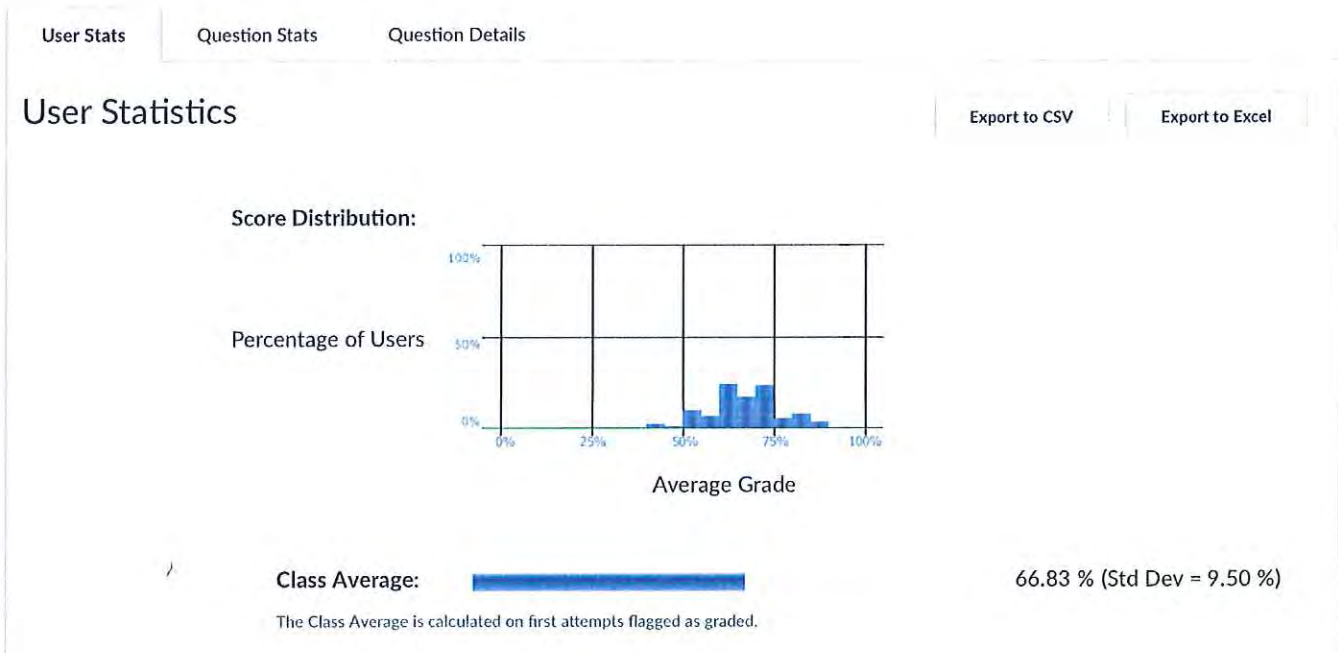
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Science
Strategic Communication



School of Media & Strategic Communication
Strategic Communications – Bachelor of Science
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 196

Number of students graduated in 2017-2018: 63

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test; 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest: 50 percent

Average score for SC – BS students who took the pretest 21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law): 28 percent

Average score on questions 31-40 (ethics): 62 percent

Posttest:

Average score for all SMSC students who took the posttest: 67 percent

Average score for SC – BS students who took the pretest 32 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: 55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1: 4.7 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale:

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4.2+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Senior Exits: Learning Outcome #2 received a rating of 4.6 out of 5, which achieves the faculty goal.

Senior students "strongly agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. No weaknesses discovered.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.6 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. \ |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated this outcome: 4.2 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Goal achieved. Seniors are comfortable with their knowledge of mass communication history and social role of mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 - Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 - Graphic Design
- SC 3463 - Event Planning
- SC 3953 - Research Methods
- SC 4493 - Advanced PR Writing
- SC 4843 - Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
 - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
 - *if the student's work reflected looking beyond the obvious (Excel Column F)*
 - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internship Evaluations: Score better than 2017 (2017 average was 6.7 out of 7)

Internal Portfolio Review: First year – no goal

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 4 out of 5 Goal achieved

Internal Portfolio Reviews: 4.1 out of 5 No goal set during first year

Internship Evaluations: 6.8 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017.

The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked this learning outcome as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low.

Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal.

Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts in mass communications.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

- 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)
- Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.
- Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.91 out of 5 – Goal achieved
Internal portfolio reviews: 3.91 out of 5 - No goal set
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.6 out of 5)

Internal Portfolio Reviews: No goal set in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 4.3 out of 5

Internal Portfolio Reviews: 3.8 out of 5

Internship Supervisor Reviews: 6.8 out of 7

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score same or better than 2017. 2017 score was 4.4 out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.8 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

- ☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

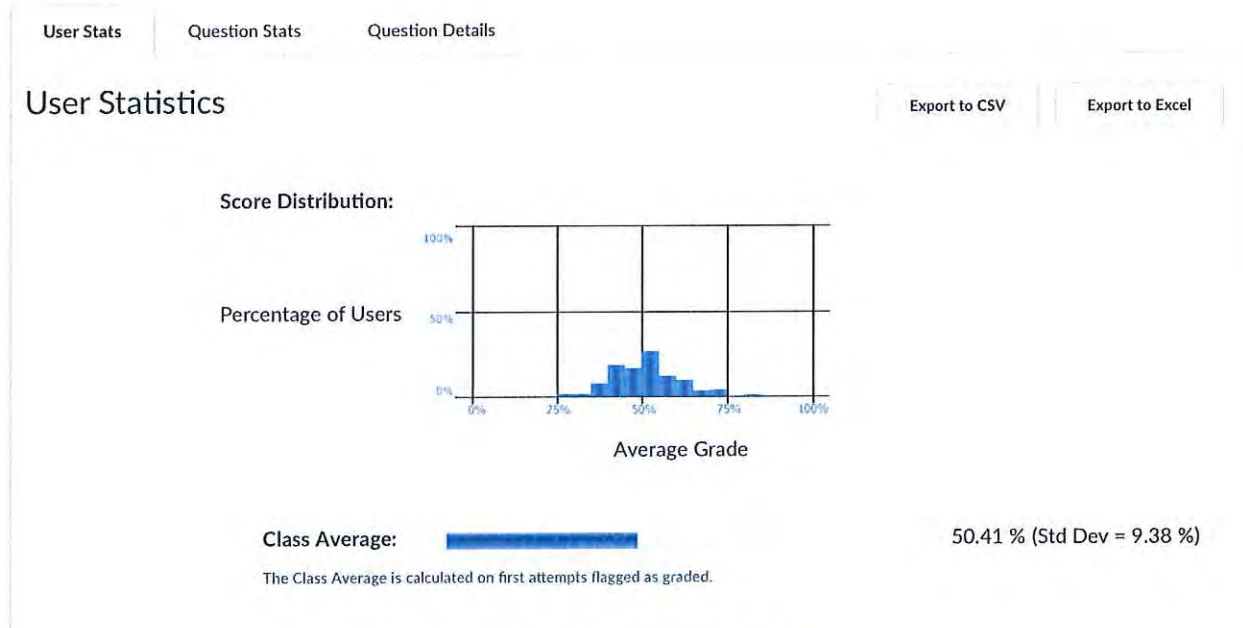
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

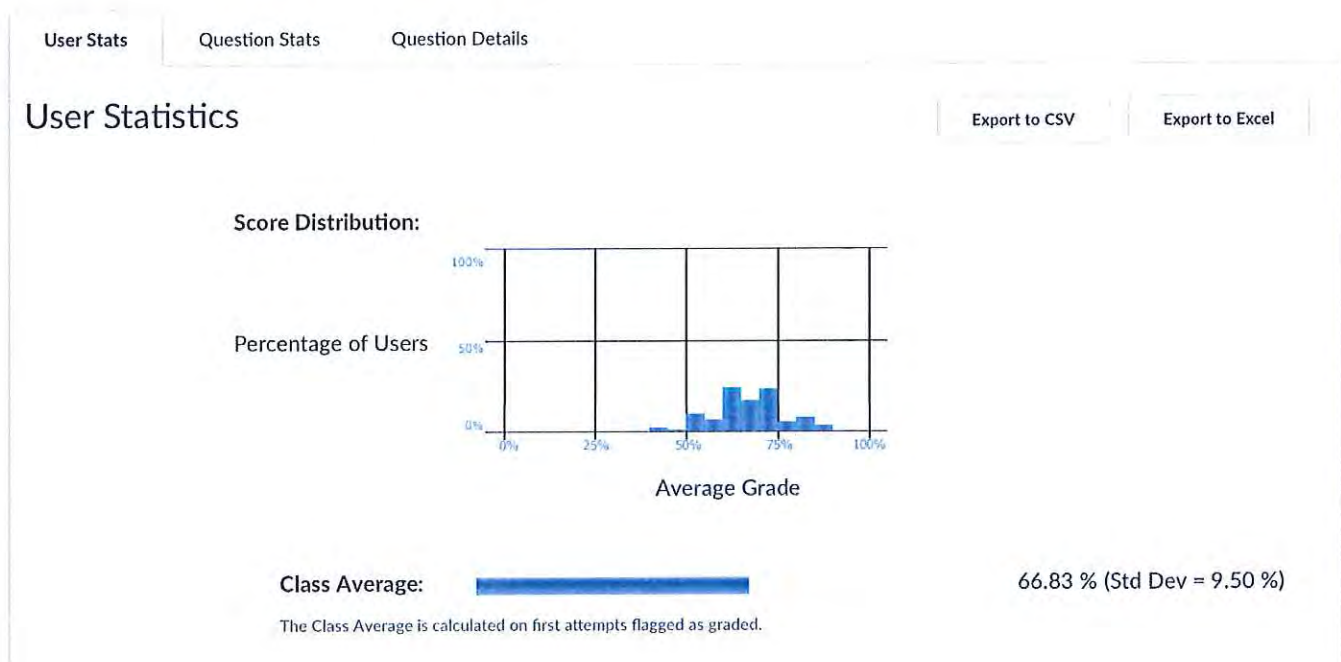
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Arts
Sports Media



School of Media & Strategic Communication
Sport Media – Bachelor of Arts
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 13

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest: 50 percent

Average score for SPM – BA students who took the pretest 21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law): 28 percent

Average score on questions 31-40 (ethics): 62 percent

Posttest:

Average score for all SMSC students who took the posttest: 67 percent

Average score for SPM-BA students who took the posttest: 36 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: 55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1: 4.4 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.4 out of 5, which achieves the goal.

Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.4 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. \ |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated Learning Outcome #3: 4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
 - if the student was able to craft innovative solutions to difficult problems (Excel Column E)
 - if the student's work reflected looking beyond the obvious (Excel Column F)
 - if the student had the ability to effectively communicate complex ideas (Excel Column G)
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.65 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 5.8 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.3 out of 5 Goal not achieved

Internal Portfolio Reviews: 3.5 out of 5 No goal set during first year

Internship Evaluations: 6.6 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

- Did your department/program faculty have a goal set for this learning outcome?** ☒ Yes ☐ No
- | | |
|-----------------------------|---|
| External portfolio reviews: | Score better than 2017 (2017 average was 3.77 out of 5) |
| Internal portfolio reviews: | No goal – new in 2018 |
| Internship Evaluations: | Score better than 2017 (2017 average was 6.7) |

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.91 out of 5 – Goal achieved
Internal portfolio reviews: 3.15 out of 5 - No goal set
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.6 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.4 out of 5 – goal not achieved
Internal Portfolio Reviews:	3.15 out of 5
Internship Supervisor Reviews:	6.8 out of 7 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4.4 or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.6 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

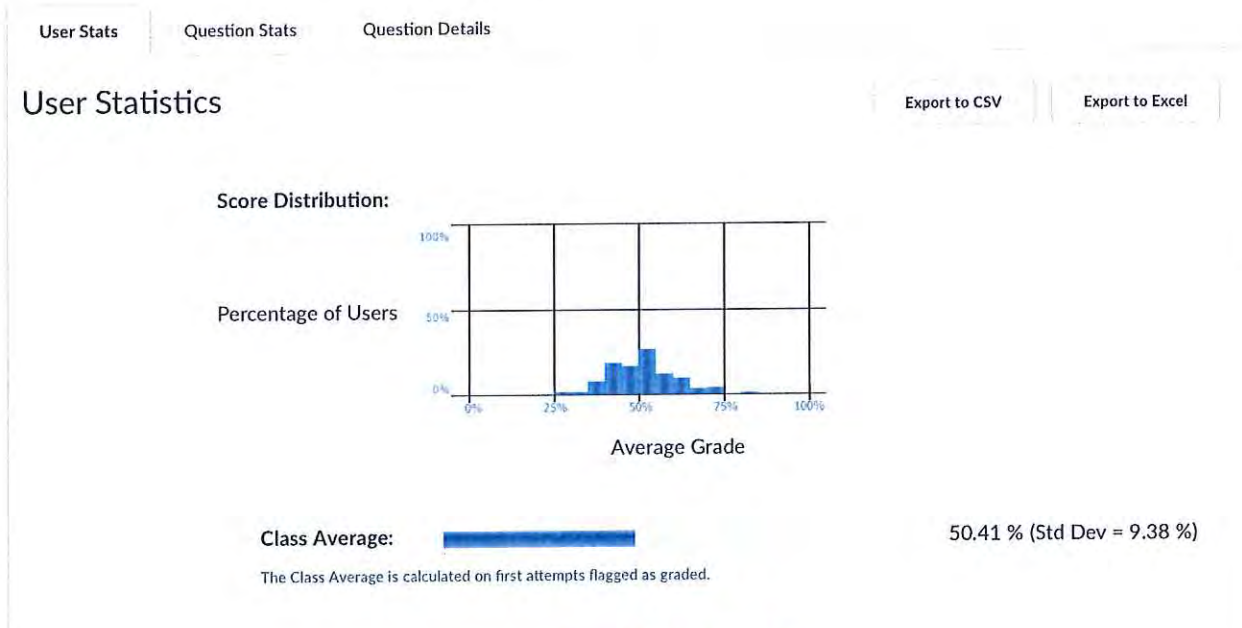
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

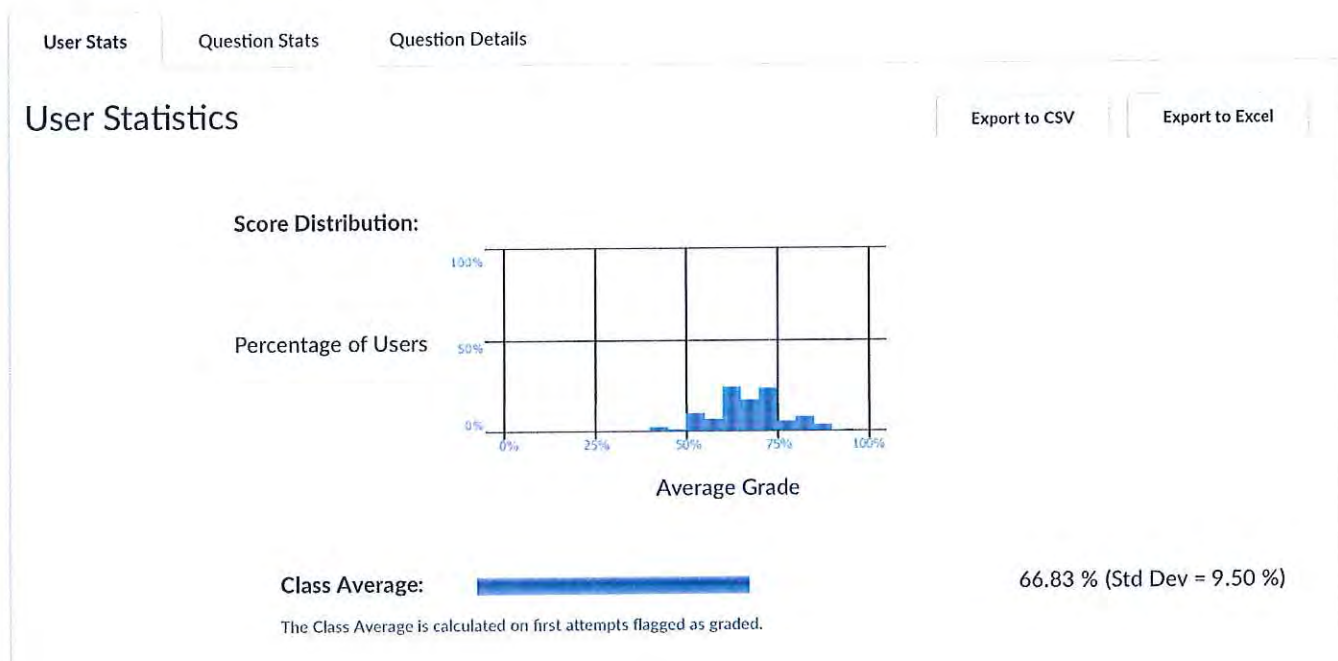
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Science
Sports Media



School of Media & Strategic Communication
Sport Media – Bachelor of Science
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 98

Number of students graduated in 2017-2018: 28

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	31
Spring 2018 Post Test:	16
Senior Exits:	5
Total:	52

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:	50 percent
Average score for SPM – BS students who took the pretest	22 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):	28 percent
Average score on questions 31-40 (ethics):	62 percent

Posttest:

Average score for all SMSC students who took the posttest:	67 percent
Average score for SPM-BS students who took the posttest:	35 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:	55 percent
The average score on questions 31-40	75 percent

Senior Exits:

The average for Learning Outcome #1:	4.4 out of 5
--------------------------------------	--------------

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications:*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.4 out of 5.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.4 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. \ |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated Learning Outcome #3: 4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
 - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
 - *if the student's work reflected looking beyond the obvious (Excel Column F)*
 - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.65 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 5.8 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.6 out of 5 Goal achieved

Internal Portfolio Reviews: 3.5 out of 5 No goal set during first year

Internship Evaluations: 6.6 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate there is room for improvement. Perhaps there is a lack of hard journalism stories or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

- 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)

- Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.7 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.7 out of 5 – Goal achieved
Internal portfolio reviews:	3.15 out of 5 - No goal
Internship Evaluations:	6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Faculty should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester ☒ Yearly ☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	<u>5</u>
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.6 out of 5)

Internal Portfolio Reviews: No goal set in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 3.5 out of 5 – goal not achieved

Internal Portfolio Reviews: 3 out of 5

Internship Supervisor Reviews: 6.6 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Score 4.4 or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.6 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

- ☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

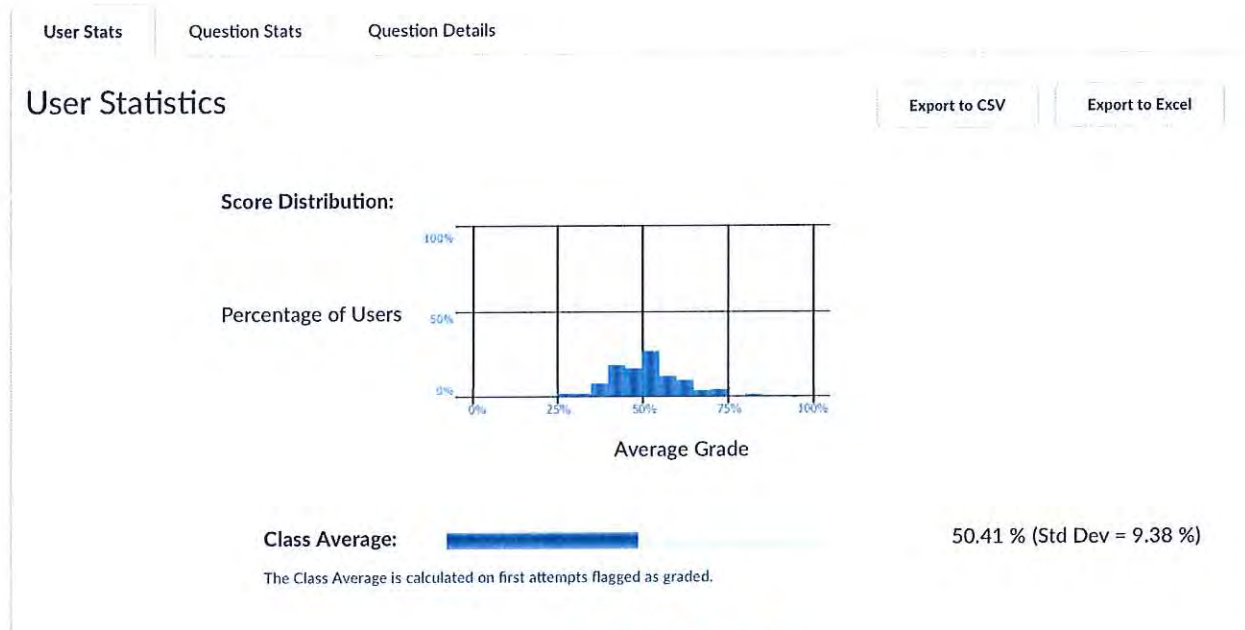
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

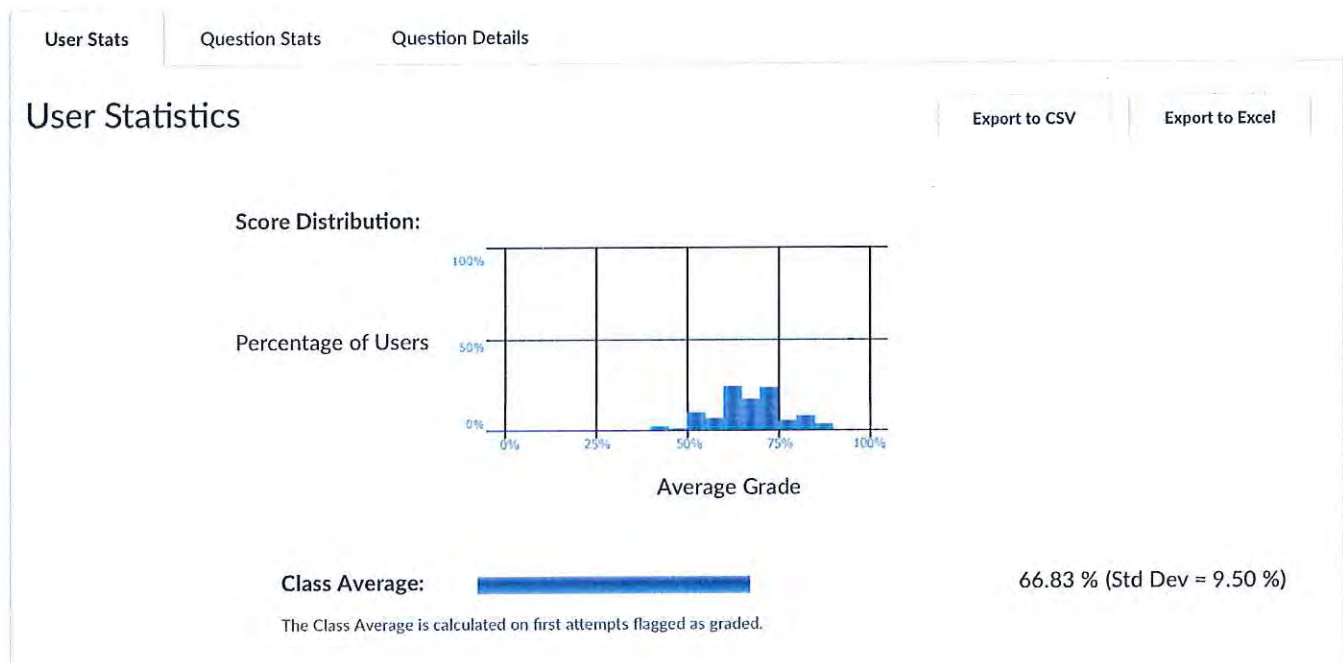
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2018 – 2019
Annual Assessment Report

Bachelor of Arts
Multimedia Journalism

Program Information Report



Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 35

Total Number of Students Graduated: 6

Number of Student Graduates from Stillwater Campus: 6

Were university assessment funds used by the department/program for assessment activities?: Yes

Number of Student Graduates from Tulsa Campus: 0

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.3

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/16/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results indicate a good representation of the learning outcome

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning as they progress through the program.

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: graduating seniors required to take the exam in capstone class

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they have learned through classes and have an understanding of the relevance of human diversity

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

Timeline for Assessment: annually.

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Seniors agree they have learned about and have a respect for the history and social role of mass communications

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: online survey offered to all graduating seniors

What do the findings suggest about student achievement of this learning outcome?: students have a good understanding of the diversity issues in mass communication

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning as they progress through the program, and the questions on the test need to better reflect the subject matter of core courses.

Number of Students Assessed: 20

Number of Successful Students: 16

How were students selected to participate in the assessment of this outcome?: all students are required to take the post test in their capstone class

What do the findings suggest about student achievement of this learning outcome?: Students are learning...but better testing / test questions are needed

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.85 / 5

Timeline for Assessment: Yearly

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated proficiency in critical, creative and independent thinking

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** XX

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all credit internships require supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications

Outcome: #5 - Relevant theories and concepts of mass communication

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Senior Exit Survey (Active) * Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum	09/20/2019
Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active) * Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory Timeline for Assessment: annually	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam	09/20/2019
Supervisor Evaluation - Internship supervisor evaluation (Active) * Learning Outcome Goal/Benchmark: xx	
Findings Reporting Period: 2018 - 2019 Conclusion: 2 - Meets Minimum Program Expectations (Developing) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: all students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.	09/20/2019

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.75

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an understanding of the methods and techniques of research and information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

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Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an adequate understanding of the methods and techniques of research and information gathering.

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.9

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students adequately demonstrated an understanding of writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone

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courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:**

Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: students are learning, but some information seems to be forgotten between sophomore and senior year

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.7

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: students agree they understand the relevant planning and management methods

Program Plan and Findings: Four Column Layout



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.3 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results indicate a good representation of the learning outcome (09/16/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program. (09/16/2019) Number of Students Assessed: 120 Number of Successful Students: 120 How were students selected to participate in the assessment of this outcome?: graduating seniors required to take the exam in capstone class What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students agree they have learned through classes and have an understanding of the relevance of human diversity (09/16/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications.	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Seniors agree they have learned about and have a respect for the history and social role of mass communications (09/16/2019)	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Goal/Benchmark: Goal achieved: 4/5 Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: online survey offered to all graduating seniors What do the findings suggest about student achievement of this learning outcome?: students have a good understanding of the diversity issues in mass communication Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program, and the questions on the test need to better reflect the subject matter of core courses. (09/16/2019) Number of Students Assessed: 20 Number of Successful Students: 16 How were students selected to participate in the assessment of this outcome?: all students are required to take the post test in their capstone class What do the findings suggest about student achievement of this learning outcome?: Students are learning...but better testing / test questions are needed</p>	
<p>#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and</p>	<p>Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking)</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated proficiency in critical, creative and independent thinking (09/16/2019)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 3.85 / 5</p> <p>Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the</p>	<p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable</p> <p>2 = Understanding Not Demonstrated</p> <p>3 = Demonstrated Only Slightly</p> <p>4 = Demonstrated Occasionally</p> <p>5 = Demonstrated But Needs Work</p> <p>6 = Demonstrated Well</p> <p>7 = Expertly Demonstrated</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: XX</p>	<p>communications (09/20/2019)</p> <p>Number of Students Assessed: 13</p> <p>Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all credit internships require supervisor evaluations</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Senior Exit Survey</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 4.1 / 5</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 6</p> <p>Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students' scores on the theory question determined students understood the theory</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure</p> <p>What do the findings suggest about student achievement</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Supervisor Evaluation - Internship supervisor evaluation * Learning Outcome Goal/Benchmark: xx	<p>of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 13</p> <p>Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for</p> <p>1) the ability to gather information effectively and competently (Excel Column H)</p> <p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel Column K)</p> <p>External reviewers reviewed five</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated an understanding of the methods and techniques of research and information gathering (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.75 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: XX</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an adequate understanding of the methods and techniques of research and information gathering. (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering</p>	
#7 - Writing, editing and production	Portfolio Review - In the External	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:</p> <p>13</p> <p>1) evidence of the ability to write clearly and without errors (Excel Column L)</p> <p>2) craft language for interesting and effective communication (Excel Column M)</p> <p>3) write across platforms effectively (Excel Column N)</p> <p>4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 3.9</p> <p>Timeline for Assessment: Yearly</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students adequately demonstrated an understanding of writing, editing and production techniques (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>scores (09/20/2019)</p> <p>Number of Students Assessed: 120 Number of Successful Students: 120</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are learning, but some information seems to be forgotten between sophomore and senior year</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.7</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 6 Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students agree they understand the relevant planning and management methods</p>	

Program Plans: Outcomes and Assessment Methods



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.3

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

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Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)

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- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.85 / 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Senior Exit Survey (Active)

* Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5

Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active)

* Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory
Timeline for Assessment: annually

Supervisor Evaluation - Internship supervisor evaluation (Active)

* Learning Outcome Goal/Benchmark: xx

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.75

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
2= Somewhat poor representation of Learning Outcome
3= Average representation of Learning Outcome
4= Good representation of Learning Outcome
5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.9

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:**

Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.7

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Annual Executive Summary Report



Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Overall, multimedia journalism students demonstrated an understanding of the Learning Objectives, demonstrated proficiency in critical, creative and independent thinking, and demonstrated an understanding of the writing, editing, information gathering and production techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding "your major" to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In

Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

2018 – 2019
Annual Assessment Report

Bachelor of Science
Multimedia Journalism

Program Information Report



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 56

Total Number of Students Graduated: 10

Number of Student Graduates from Stillwater Campus: 10

Were university assessment funds used by the department/program for assessment activities?: Yes

Number of Student Graduates from Tulsa Campus: 0

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

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2018 - 2019

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The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

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Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.3

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results indicate a good representation of the learning outcome

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning as they progress through the program.

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: required exam for all capstone students

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results demonstrate a good representation of understanding of the relevance of human diversity in mass communications

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results demonstrate a good representation of students' respect for the history and social role of mass communications. All faculty should emphasize the importance of history and social role in their classes. The social role can be emphasized through in-class speakers, etc.

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students have a good understanding regarding the history and social role of mass communication.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included and emphasized in all or most upper-division classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and

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independent thinking) is assessed in four categories:

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.85 / 5

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated proficiency in critical, creative and independent thinking

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all credit internships required supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications

Outcome: #5 - Relevant theories and concepts of mass

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communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Senior Exit Survey (Active) * Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum.	09/20/2019
Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active) * Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory Timeline for Assessment: annually	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam	09/20/2019
Supervisor Evaluation - Internship supervisor evaluation (Active) * Learning Outcome Goal/Benchmark: xx	
Findings Reporting Period: 2018 - 2019 Conclusion: 2 - Meets Minimum Program Expectations (Developing) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to	09/20/2019

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something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.75

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an understanding of the methods and techniques of research and information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

* Learning Outcome Goal/Benchmark: XX

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an adequate understanding of the methods and techniques of research and information gathering.

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
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External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

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(Active)

* Learning Outcome Goal/Benchmark: 3.9

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students adequately demonstrated an understanding of writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** 3.7

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students agree they understand the relevant planning and management methods

Program Plan and Findings: Four Column Layout



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.3 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results indicate a good representation of the learning outcome (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program. (09/20/2019) Number of Students Assessed: 120 Number of Successful Students: 120 How were students selected to participate in the assessment of this outcome?: required exam for all capstone students What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4/5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of understanding of the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications.	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of students' respect for the history and social role of mass communications. All faculty should emphasize the	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Goal/Benchmark: Goal achieved: 4/5 Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivial by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>importance of history and social role in their classes. The social role can be emphasized through in-class speakers, etc. (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students have a good understanding regarding the history and social role of mass communication.</p> <p>Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included and emphasized in all or most upper-division classes</p>	
#4 - Critical, creative and	Portfolio Review - In the portfolio	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.85 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated proficiency in critical, creative and independent thinking (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.</p> <p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: XX</p>	<p>Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 13 Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all credit internships required supervisor evaluations</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Senior Exit Survey</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 6 Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum.</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Supervisor Evaluation - Internship supervisor evaluation * Learning Outcome Goal/Benchmark: xx	<p>in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam Reporting Period: 2018 - 2019 Conclusion: 2 - Meets Minimum Program Expectations (Developing) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.</p>	
#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1) the ability to gather information effectively and competently (Excel Column H) 2) initiative and creativity in information gathering (Excel Column I) 3) use multiple methods and sources for research (Excel Column J) 4) to effectively communicate how the information was gathered (Excel Column K)	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an understanding of the methods and techniques of research and information gathering (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.75 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: XX</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an adequate understanding of the methods and techniques of research and information gathering. (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13 1) evidence of the ability to write clearly and without errors (Excel Column L) 2) craft language for interesting and effective communication (Excel Column M) 3) write across platforms effectively (Excel Column N) 4) communicate to wide and diverse audiences (Excel Column O) External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome * Learning Outcome Goal/Benchmark: 3.9 Timeline for Assessment: Yearly	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students adequately demonstrated an understanding of writing, editing and production techniques (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production	
	Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 120 Number of Successful Students: 120</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.7</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students agree they understand the relevant planning and management methods</p>	

Program Plan and Findings: Four Column Layout

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.3 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results indicate a good representation of the learning outcome (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer. com What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program. (09/20/2019) Number of Students Assessed: 120 Number of Successful Students: 120 How were students selected to participate in the assessment of this outcome?: required exam for all capstone students What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4/5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of understanding of the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications.	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of students' respect for the history and social role of mass communications. All faculty should emphasize the	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Goal/Benchmark: Goal achieved: 4/5 Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>importance of history and social role in their classes. The social role can be emphasized through in-class speakers, etc. (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students have a good understanding regarding the history and social role of mass communication. Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included and emphasized in all or most upper-division classes</p>	
#4 - Critical, creative and	Portfolio Review - In the portfolio	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.85 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated proficiency in critical, creative and independent thinking (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.</p> <p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: XX</p>	<p>Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 13 Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all credit internships required supervisor evaluations</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Senior Exit Survey</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 6 Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum.</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Supervisor Evaluation - Internship supervisor evaluation * Learning Outcome Goal/Benchmark: xx	<p>in Media Style & Structure</p> <p>What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 13</p> <p>Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.</p>	
#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1) the ability to gather information effectively and competently (Excel Column H) 2) initiative and creativity in information gathering (Excel Column I) 3) use multiple methods and sources for research (Excel Column J) 4) to effectively communicate how the information was gathered (Excel Column K)	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated an understanding of the methods and techniques or research and information gathering (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques or research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.75 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: XX</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an adequate understanding of the methods and techniques of research and information gathering. (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:</p> <p>13</p> <p>1) evidence of the ability to write clearly and without errors (Excel Column L)</p> <p>2) craft language for interesting and effective communication (Excel Column M)</p> <p>3) write across platforms effectively (Excel Column N)</p> <p>4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.9 Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students adequately demonstrated an understanding of writing, editing and production techniques (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 120 Number of Successful Students: 120</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.7</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students agree they understand the relevant planning and management methods</p>	

2018 – 2019
Annual Assessment Report

Bachelor of Arts
Strategic Communication

Program Information Report



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 68

Total Number of Students Graduated: 19

Number of Student Graduates from Stillwater Campus: 19

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Two of the senior exit surveys made specific comments about needing more emphasis on diversity and the ethical impact of the media. Another student mentioned that this objective came through discussion at the beginning of class, but did not emerge as part of assigned or scheduled coursework. This demonstrates that changes do need to be made to ensure students have a better understanding of the relevance of human diversity in the media and its societal impact. It should not only be discussed, but also applied as part of assignments and assessments of student learning.

Two comments were made about having more emphasis on the ethical impact of media and the role of mass comm on society. This also indicates that the curriculum should include more emphasis on the social role of mass comm/media through course

content readings, class discussions, assignments and in-class speakers. The school and student groups also can emphasize this learning outcome through the SMSC-related speakers invited to campus.

Two students mentioned that they would like to see more emphasis placed on the theories of mass communications. However, one student expressed disappointment that the classes were so heavily based on theory. Many students expressed wanting to gain more experience with application and hands-on learning of social media, digital media, SEO, analytics, and design. Based on these contradictory comments, I would say that the faculty can do a better job explaining how the relevant theories are applied to strategic communications planning and execution and greater emphasis on the application/knowledge of digital media.

In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

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In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

Overall, strategic communication students demonstrate a good to outstanding understanding of the Learning objectives, critical and creative thinking and writing and editing techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding "your major" to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In

Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles

Number of Students Assessed: 34

Number of Successful Students: 34

How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey

What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Strategic Communication (BA) - 476

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are confident in their learning of human diversity in mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and role of mass communication, but this is one area where measurement could be expanded.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 86

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers agree students are demonstrating critical, creative and independent thinking in mass communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking?

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication

Outcome: #5 - Relevant theories and concepts of mass

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communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Seniors Exit Survey (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Seniors agree they understand the relevant theories and concepts of mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program

Comprehensive, Certification, or Professional Exam(s) - Pre and post test (Active)

*** Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure

What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 2 - Meets Minimum Program Expectations (Developing)

While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured?

Number of Students Assessed: 41

Number of Successful Students: 41

Program (CAS) - SMSC - Strategic Communication (BA) - 476

How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...and rating students well

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers believe students have skills pertaining to information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Plus, measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work

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6 = Demonstrated Well

7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Internship supervisors agree students are well equipped with research and information gathering skills

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: Required for all credit internships

What do the findings suggest about student achievement of this learning outcome?: Students are skilled in information gathering and other research skills

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.

Program (CAS) - SMSC - Strategic Communication (BA) - 476

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Students strongly agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey

What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.6 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles (09/20/2019) Number of Students Assessed: 34 Number of Successful Students: 34 How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning information required in the core classes. (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program</p>	
<p>#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 4.3 / 5</p> <p>Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are confident in their learning of human diversity in mass communication (09/20/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program</p>	
<p>#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass</p>	<p>Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students understand the history and role of mass communication, but this is one area where measurement</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	<p>* Learning Outcome Goal/Benchmark: 4 / 5 Goal achieved. Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivial by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>could be expanded. (09/20/2019) Number of Students Assessed: 33 Number of Successful Students: 33 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program. Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 86 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and	Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking)	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) External reviewers agree students are demonstrating critical, creative and independent thinking in mass</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.</p> <p>Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking? (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: The average ranking was 6.3 / 7, which exceeds the goal of 6.</p>	<p>Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication (09/20/2019)</p> <p>Number of Students Assessed: 41 Number of Successful Students: 41</p> <p>How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Seniors Exit Survey</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 4.2 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Seniors agree they understand the relevant theories and concepts of mass communication (09/20/2019)</p> <p>Number of Students Assessed: 33 Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre and post test</p> <p>* Learning Outcome Goal/Benchmark: Posttest scores demonstrated an understanding of the mass communication theory</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Supervisor Evaluation - Internship supervisor evaluation</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.</p>	<p>assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure</p> <p>What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 41</p> <p>Number of Successful Students: 41</p> <p>How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...and rating students well</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for</p> <p>1) the ability to gather information effectively and competently (Excel Column H)</p> <p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>External reviewers believe students have skills pertaining to information gathering (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Plus, measuring informational gathering skills is difficult.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Column K)		
	<p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4.1/ 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Internship supervisors agree students are well equipped with research and information gathering skills (09/20/2019) Number of Students Assessed: 41 Number of Successful Students: 41 How were students selected to participate in the assessment of this outcome?: Required for all credit internships What do the findings suggest about student achievement of this learning outcome?: Students are skilled in information gathering and other research skills</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>* Learning Outcome Goal/Benchmark: Goal achieved - 6.2 out of 7</p>		
<p>#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:</p> <p>13</p> <p>1) evidence of the ability to write clearly and without errors (Excel Column L)</p> <p>2) craft language for interesting and effective communication (Excel Column M)</p> <p>3) write across platforms effectively (Excel Column N)</p> <p>4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 /</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios. (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>5</p> <p>Timeline for Assessment: Yearly Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 4.6 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p> <p>Students strongly agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
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mass media and communications.

Timeline for Assessment: Yearly

Program Plans: Outcomes and Assessment Methods



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

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Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Seniors Exit Survey (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Comprehensive, Certification, or Professional Exam(s) - Pre and post test (Active)

*** Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" -

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meaning theories were not a part of the learning achieved through internship.

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Program (CAS) - SMSC - Strategic Communication (BA) - 476

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
2= Somewhat poor representation of Learning Outcome
3= Average representation of Learning Outcome
4= Good representation of Learning Outcome
5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.
Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

2018 – 2019
Annual Assessment Report

Bachelor of Science
Strategic Communication

Program Information Report



Program (CAS) - SMSC - Strategic Communication (BS) - 475

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 182

Total Number of Students Graduated: 76

Number of Student Graduates from Stillwater Campus: 76

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Strategic Communication (BS) - 475

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2020

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Two of the senior exit surveys made specific comments about needing more emphasis on diversity and the ethical impact of the media. Another student mentioned that this objective came through discussion at the beginning of class, but did not emerge as part of assigned or scheduled coursework. This demonstrates that changes do need to be made to ensure students have a better understanding of the relevance of human diversity in the media and its societal impact. It should not only be discussed, but also applied as part of assignments and assessments of student learning.

Two comments were made about having more emphasis on the ethical impact of media and the role of mass comm on society. This also indicates that the curriculum should include more emphasis on the social role of mass comm/media through course

content readings, class discussions, assignments and in-class speakers. The school and student groups also can emphasize this learning outcome through the SMSC-related speakers invited to campus.

Two students mentioned that they would like to see more emphasis placed on the theories of mass communications. However, one student expressed disappointment that the classes were so heavily based on theory. Many students expressed wanting to gain more experience with application and hands-on learning of social media, digital media, SEO, analytics, and design. Based on these contradictory comments, I would say that the faculty can do a better job explaining how the relevant theories are applied to strategic communications planning and execution and greater emphasis on the application/knowledge of digital media.

In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Two of the senior exit surveys made specific comments about needing more emphasis on diversity and the ethical impact of the media. Another student mentioned that this objective came through discussion at the beginning of class, but did not emerge as part of assigned or scheduled coursework. This demonstrates that changes do need to be made to ensure students have a better understanding of the relevance of human diversity in the media and its societal impact. It should not only be discussed, but also applied as part of assignments and assessments of student learning.

Two comments were made about having more emphasis on the ethical impact of media and the role of mass comm on society. This also indicates that the curriculum should include more emphasis on the social role of mass comm/media through course content readings, class discussions, assignments and in-class speakers. The school and student groups also can emphasize this learning outcome through the SMSC-related speakers invited to campus.

Two students mentioned that they would like to see more emphasis placed on the theories of mass communications. However, one student expressed disappointment that the classes were so heavily based on theory. Many students expressed wanting to gain more experience with application and hands-on learning of social media, digital media, SEO, analytics, and design. Based on these contradictory comments, I would say that the faculty can do a better job explaining how the relevant theories are applied to strategic communications planning and execution and greater emphasis on the application/knowledge of digital media.

In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

Overall, strategic communication students demonstrate a good to outstanding understanding of the Learning objectives, critical and creative thinking and writing and editing techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: sequence heads, program director and associate director send results to all faculty members and discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding "your major" to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes but may have to ask fewer external reviewers to assess each sequence because funding was cut by half this year. Our external reviewers are the strongest

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Revised Assessment Plan, Improved Faculty Understanding or Buy-In

Goals for the Coming Year: Sequence heads must replace pre-post test questions; internship supervisor revised questions - learning outcome #5 eliminated or replaced

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Strategic Communication (BS) - 475

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles

Number of Students Assessed: 34

Number of Successful Students: 34

How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey

What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Strategic Communication (BS) - 475

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are confident in their learning of human diversity in mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Program (CAS) - SMSC - Strategic Communication (BS) - 475

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and role of mass communication, but this is one area where measurement could be expanded.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers agree students are demonstrating critical, creative and independent thinking in mass communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking?

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication

Outcome: #5 - Relevant theories and concepts of mass

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communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Senior Exit Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #4 measured relevant theories. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Seniors agree they understand the relevant theories and concepts of mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Exam (Active)

* **Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure

What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam

Supervisor Evaluation - Internship Supervisors were asked to evaluate the student's understanding of relevant theories and concepts in mass communication and rate the work on a 7-point-scale.

1 = Not Applicable

2 = Understanding Not Demonstrated

3 = Demonstrated Only Slightly

4 = Demonstrated Occasionally

5 = Demonstrated But Needs Work

6 = Demonstrated Well

7 = Expertly Demonstrated (Active)

Program (CAS) - SMSC - Strategic Communication (BS) - 475

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 2 - Meets Minimum Program Expectations (Developing)

While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured?

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers believe students have skills pertaining to information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com

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What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

1 = Not Applicable

2 = Understanding Not Demonstrated

3 = Demonstrated Only Slightly

4 = Demonstrated Occasionally

5 = Demonstrated But Needs Work

6 = Demonstrated Well

7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Reviewers agreed students understood and demonstrated the methods and techniques of research and information gathering.

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are well prepared in the areas of research and information gathering

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors agree students are well equipped with research and information gathering skills

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: Required for all credit internships

What do the findings suggest about student achievement of this learning outcome?: Students are adequately skilled in information gathering and other research skills

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online

Program (CAS) - SMSC - Strategic Communication (BS) - 475

survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was

Program (CAS) - SMSC - Strategic Communication (BS) - 475

given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/15/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Students strongly agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey

What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.6 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles (09/20/2019) Number of Students Assessed: 34 Number of Successful Students: 34 How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Pretest - Average score - 38%</p> <p>Posttest - Average score - 71%</p> <p>Goal achieved.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning information required in the core classes. (09/15/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program</p>	
<p>#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 4.3 / 5</p> <p>Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are confident in their learning of human diversity in mass communication (09/15/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program</p>	
<p>#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass</p>	<p>Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students understand the history and role of mass communication, but this is one area where measurement</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	<p>* Learning Outcome Goal/Benchmark: 4 / 5 Goal achieved. Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>could be expanded. (09/15/2019) Number of Students Assessed: 33 Number of Successful Students: 33 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program. Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/15/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and	Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking)	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) External reviewers agree students are demonstrating critical, creative and independent thinking in mass	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>is assessed in four categories:</p> <p>1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)</p> <p>2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)</p> <p>3) if the student's work reflected looking beyond the obvious (Excel Column F)</p> <p>4) if the student had the ability to effectively communicate complex ideas (Excel Column G)</p> <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.</p> <p>Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking? (09/15/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication</p>	
		<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: The average ranking was 6.3 / 7, which exceeds the goal of 6.</p>	<p>Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication (09/15/2019)</p> <p>Number of Students Assessed: 41 Number of Successful Students: 41</p> <p>How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Senior Exit Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #4 measured relevant theories.</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 4.2 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Seniors agree they understand the relevant theories and concepts of mass communication (09/15/2019)</p> <p>Number of Students Assessed: 33 Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Exam</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>* Learning Outcome Goal/Benchmark: Posttest scores demonstrated an understanding of the mass communication theory.</p> <p>Supervisor Evaluation - Internship Supervisors were asked to evaluate the student's understanding of relevant theories and concepts in mass communication and rate the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.</p>	<p>questions should be added - faculty should focus on classes covering the theories (09/15/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam Reporting Period: 2018 - 2019 Conclusion: 2 - Meets Minimum Program Expectations (Developing) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/15/2019) Number of Students Assessed: 41 Number of Successful Students: 41 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an Internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering. Outcome Status: Active</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1) the ability to gather information effectively and competently (Excel Column H)</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) External reviewers believe students have skills pertaining to information gathering (09/15/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
Planned Assessment Year: 2018 - 2019	<p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel Column K)</p> <p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4.1/ 5 Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable</p>	<p>assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.</p> <p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Reviewers agreed students understood and demonstrated the methods and techniques of research and information gathering. (09/20/2019) Number of Students Assessed: 41 Number of Successful Students: 41 How were students selected to participate in the</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: Goal achieved - 6.2 out of 7	assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are well prepared in the areas of research and information gathering Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Internship supervisors agree students are well equipped with research and information gathering skills (09/15/2019) Number of Students Assessed: 41 Number of Successful Students: 41 How were students selected to participate in the assessment of this outcome?: Required for all credit internships What do the findings suggest about student achievement of this learning outcome?: Students are adequately skilled in information gathering and other research skills	
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13 1) evidence of the ability to write clearly and without errors (Excel Column L) 2) craft language for interesting and effective communication (Excel Column M) 3) write across platforms effectively (Excel Column N) 4) communicate to wide and diverse audiences (Excel Column O) External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios. (09/15/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 Timeline for Assessment: Yearly Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/15/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
#8 = Relevant planning and management methods in mass	Survey - Graduating seniors were asked to complete an online "exit"	<p>Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced)</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 4.6 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Students strongly agree they understand the relevant planning and management methods in mass communication. (09/15/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management</p>	

Program Plans: Outcomes and Assessment Methods



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

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Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Senior Exit Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #4 measured relevant theories. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Exam (Active)

* **Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory.

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Supervisor Evaluation - Internship Supervisors were asked to evaluate the student's understanding of relevant theories and concepts in mass communication and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Program (CAS) - SMSC - Strategic Communication (BS) - 475

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

Program (CAS) - SMSC - Strategic Communication (BS) - 475

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

2018 – 2019
Annual Assessment Report

Bachelor of Arts
Sports Media

Program Information Report



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 30

Total Number of Students Graduated: 11

Number of Student Graduates from Stillwater Campus: 11

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
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- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Overall, sports media students demonstrated an understanding of the Learning Objectives, demonstrated a good representation of critical, creative and independent thinking, and demonstrated an understanding of the writing, editing and production techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding 'your major' to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In
Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey

What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Program (CAS) - SMSC - Sports Media (BA) - 479

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning and retaining information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the relevance of human diversity in mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Program (CAS) - SMSC - Sports Media (BA) - 479

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score at least 4.

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and social role of mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey

What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

Program (CAS) - SMSC - Sports Media (BA) - 479

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 6.5 / 7

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors said students demonstrated their critical, creative and independent as

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors

What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.

Outcome: #5 - Relevant theories and concepts of mass communication

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Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active) * Learning Outcome Goal/Benchmark: 3.85 / 5 Goal: 4 / 5	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.	09/20/2019
Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active) * Learning Outcome Goal/Benchmark: Students were tested on one question and understood the theory	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam	09/20/2019
Supervisor Evaluation - Internship supervisor evaluation (Active) * Learning Outcome Goal/Benchmark: 5.6 / 7	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating	09/20/2019

Program (CAS) - SMSC - Sports Media (BA) - 479

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: selected from list of seniors using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** 6 / 7

Goal achieved:

Program (CAS) - SMSC - Sports Media (BA) - 479

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Internship supervisors agree students are adequate in research and information gathering skills

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass communications writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone

Program (CAS) - SMSC - Sports Media (BA) - 479

courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** 3.9 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.4 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning and retaining information required in the core classes. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications. Outcome Status: Active	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the history and social role of mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Planned Assessment Year: 2018 - 2019</p>	<p>Goal is to score at least 4. Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)</p> <p>Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
<p>#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p>	<p>Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <p>1) if the student's work reflected the ability to analyze complex situations</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)</p> <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 Goal is 4+ Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and</p>	<p>How were students selected to participate in the assessment of this outcome?: selected via randomizer.com What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media</p>	
		<p>Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Internship supervisors said students demonstrated their critical, creative and independent as (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>rate the work on a 7-point-scale.</p> <p>1 = Not Applicable</p> <p>2 = Understanding Not Demonstrated</p> <p>3 = Demonstrated Only Slightly</p> <p>4 = Demonstrated Occasionally</p> <p>5 = Demonstrated But Needs Work</p> <p>6 = Demonstrated Well</p> <p>7 = Expertly Demonstrated</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 6.5 / 7</p>	<p>How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors exit survey</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 3.85 / 5</p> <p>Goal: 4 / 5</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication (09/20/2019)</p> <p>Number of Students Assessed: 7</p> <p>Number of Successful Students: 7</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students were tested on one question and understood the theory</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Supervisor Evaluation - Internship supervisor evaluation</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 5.6 / 7</p>	<p>in Media Style & Structure</p> <p>What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 26</p> <p>Number of Successful Students: 26</p> <p>How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for</p> <p>1) the ability to gather information effectively and competently (Excel Column H)</p> <p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel Column K)</p> <p>External reviewers reviewed five</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: selected from list of seniors using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.95 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: 6 / 7 Goal achieved:</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Internship supervisors agree students are adequate in research and information gathering skills (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13 1) evidence of the ability to write clearly and without errors (Excel Column L) 2) craft language for interesting and effective communication (Excel Column M) 3) write across platforms effectively (Excel Column N) 4) communicate to wide and diverse audiences (Excel Column O) External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome * Learning Outcome Goal/Benchmark: 3.95 / 5 Timeline for Assessment: Yearly	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass communications writing, editing and production techniques (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.	
	Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning the "core curriculum" material	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>because the pre-test scores are lower than the post-test scores (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.9 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management</p>	

Program Plans: Outcomes and Assessment Methods



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

Program (CAS) - SMSC - Sports Media (BA) - 479

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score at least 4.

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

Program (CAS) - SMSC - Sports Media (BA) - 479

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 6.5 / 7

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active)

*** Learning Outcome Goal/Benchmark:** 3.85 / 5

Goal: 4 / 5

Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active)

*** Learning Outcome Goal/Benchmark:** Students were tested on one question and understood the theory

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** 5.6 / 7

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** 6 / 7

Goal achieved:

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Program (CAS) - SMSC - Sports Media (BA) - 479

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
2= Somewhat poor representation of Learning Outcome
3= Average representation of Learning Outcome
4= Good representation of Learning Outcome
5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.9 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

2018 – 2019
Annual Assessment Report

Bachelor of Science
Sports Media

Annual Executive Summary Report



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Overall, sports media students demonstrated an understanding of the Learning Objectives, demonstrated a good representation of critical, creative and independent thinking, and demonstrated an understanding of the writing, editing and production techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding 'your major' to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In
Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey

What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

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Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the relevance of human diversity in mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score 4+

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and social role of mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey

What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors said students demonstrated their critical, creative and independent as

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors

What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.

Outcome: #5 - Relevant theories and concepts of mass communication

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Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active) * Learning Outcome Goal/Benchmark: Goal not achieved: 3.85 Goal is 4+	
Findings	09/20/2019
Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.	
Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active) * Learning Outcome Goal/Benchmark: Students were tested on one question and understood the theory	
Findings	09/20/2019
Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam	
Supervisor Evaluation - Internship supervisor evaluation (Active) * Learning Outcome Goal/Benchmark: 5.6 / 7	
Findings	09/20/2019
Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating	

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomizer.com

What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** 5.6 / 7

Findings

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Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Internship supervisors agree students are adequate in research and information gathering skills

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass communications writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class

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times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.4 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning information required in the core classes. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications. Outcome Status: Active	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the history and social role of mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Planned Assessment Year: 2018 - 2019</p>	<p>Goal is to score 4+ Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.</p> <p>Timeline for Assessment: annually</p>	<p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)</p> <p>Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
<p>#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p>	<p>Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <p>1) If the student's work reflected the ability to analyze complex situations</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)</p> <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 Goal is 4+ Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and</p>	<p>How were students selected to participate in the assessment of this outcome?: selected via randomizer.com What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media</p>	
		<p>Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Internship supervisors said students demonstrated their critical, creative and independent as (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	rate the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated	How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.	
#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors exit survey * Learning Outcome Goal/Benchmark: Goal not achieved: 3.85 Goal is 4+	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.	
	Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam * Learning Outcome Goal/Benchmark: Students were tested on one question and understood the theory	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Supervisor Evaluation - Internship supervisor evaluation</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 5.6 / 7</p>	<p>to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>While the Internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 26</p> <p>Number of Successful Students: 26</p> <p>How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for</p> <p>1) the ability to gather information effectively and competently (Excel Column H)</p> <p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel Column K)</p> <p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.95 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: 5.6 / 7</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Internship supervisors agree students are adequate in research and information gathering skills (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.</p>	
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>writing, editing and production techniques of mass communication specialties</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>13</p> <p>1) evidence of the ability to write clearly and without errors (Excel Column L)</p> <p>2) craft language for interesting and effective communication (Excel Column M)</p> <p>3) write across platforms effectively (Excel Column N)</p> <p>4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 3.95 / 5</p> <p>Timeline for Assessment: Yearly</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in</p>	<p>communications writing, editing and production techniques (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.</p>	
		<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.95 / 5</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 7</p> <p>Number of Successful Students: 7</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management</p>	

Program Plans: Outcomes and Assessment Methods



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

Program (CAS) - SMSC - Sports Media (BS) - 480

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score 4+

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved: 3.85

Goal is 4+

Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active)

*** Learning Outcome Goal/Benchmark:** Students were tested on one question and understood the theory

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** 5.6 / 7

Outcome: #6 - Methods and techniques of research and information

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gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** 5.6 / 7

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)

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- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Program Information Report



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 96

Total Number of Students Graduated: 26

Number of Student Graduates from Stillwater Campus: 26

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

2014 - 2015
Annual Assessment Report

Bachelor of Arts and Bachelor of Science
Multimedia Journalism



Annual Assessment Report
School of Media and Strategic Communications
BA and BS in Multimedia Journalism
2014-2015

Date: September 15, 2015

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2014-15: 134

Number of students graduated in 2014-15: 34

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

Like the 2013-14 assessment, this assessment cycle only three learning outcomes were assessed because the students' capstone online portfolios were used for assessment. However, after the 2012-13 assessment it was decided that portfolios lend themselves best to assess these three learning outcomes and that other criteria should be used to assess the other, more theoretical learning outcomes. A new plan to assess the other learning outcomes was to be developed for this year. Due to a change in leadership, the assessment plan was not restructured to address the other outcomes. A new assessment plan will be developed during the 2015-16 academic year, and the 2015-16 report will reflect the new plan.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Assessment method used:

Two assessment methods were used to evaluate all eight learning outcomes: one at the intermediate level and one at the advanced level.

At the intermediate level the assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the eight learning outcomes above. (See appendix A for Internship Evaluation Grid)

At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. Links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 34 student portfolios, 5 were assessed for a total of 14.7%. The external reviewer received the assessment rubric and two to three portfolios to assess.

The following scale was used to assess the learning outcomes:

The assessment values are the same for all learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts. (Please see attached Grid that explains the sequence of courses in the B.A. and B.S. in Multimedia Journalism.)

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understand of this learning outcome was 2.75. Of these 2 students (40%) occasionally, 1 (20%) demonstrated this learning outcome well but needed more work and 2 (40%) demonstrated it well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.25, which was slightly higher than the previous year (4.1). This indicated that portfolios provided good representation of this learning outcome.

The overall grade was 84%.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Multimedia Journalism are required to take a course in Data Journalism. All students are required to use data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:
1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

No internship assessment of this learning outcome was available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.25, which was slightly higher than last year (4.15) and indicated that portfolios provided a good representation of this learning outcome.

The overall grade for this learning outcome was 84%.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcomes:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Reporting and Electronic Reporting. In addition, students in the Multimedia News track have additional courses including Editing in Multimedia, Public Affairs Reporting and Data Journalism. (Please see attached Grid that explains the sequence of courses in the B.A. and B.S. in Multimedia Journalism.)

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:
1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 4.42 and by far the biggest majority of students showed evidence that they performed well. One student (20%) demonstrated some skills but needed more work, 1 (20%) demonstrated this learning outcome well and 3 (60%) expertly demonstrated these skills. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.5 (which is down slightly from the previous year 3.9), which indicated that portfolios represented this learning outcome well and improved over the past year.

The overall grade for this learning outcome was 76%.

E. Summary of Assessment Results

The portfolio process in the school has come a long way. The assessment results for the Multimedia Journalism degree program suggest that further attention and effort should be placed on developing writing, editing and production techniques.

As indicated in past assessments, using professionals to evaluate these portfolios is somewhat cumbersome in that they do not understand this level of assessment. They continuously ask questions about the students' work and comment that they do not wish to penalize them unnecessarily. This year the professionals were better counseled on what the assessment and portfolios actually measure. Taking time to train the professionals on the purpose of the assessment led to a better participation and cooperation.

Finally, new assessment tools need to be created/utilized to assess the other 5 learning outcomes.

The review process this year suggested the school should undertake three steps before the next assessment round:

1. Develop a pre-test/post-test that can be administered in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students.

SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES
(2014-15)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (<i>2.5 or better</i>)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix A: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications
Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2014 - 2015
Annual Assessment Report

Bachelor of Arts and Bachelor of Science
Strategic Communication



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA and BS in Sports Media
2014-2015

Date: September 15, 2015

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2014-15: 171

Number of students graduated in 2014-15: 39

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

Like the 2013-14 assessment, this assessment cycle only three learning outcomes were assessed because the students' capstone online portfolios were used for assessment. However, after the 2012-13 assessment it was decided that portfolios lend themselves best to assess these three learning outcomes and that other criteria should be used to assess the other, more theoretical learning outcomes. A new plan to assess the other learning outcomes was to be developed for this year. Due to a change in leadership, the assessment plan was not restructured to address the other outcomes. A new assessment plan will be developed during the 2015-16 academic year, and the 2015-16 report will reflect the new plan.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Assessment methods:

Two assessment methods were used to evaluate the three learning outcomes: one at the intermediate level and one at the advanced level.

Internship: At the intermediate level the assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the eight learning outcomes above. (See appendix A for Internship Evaluation Grid)

Capstone project: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2015 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 64 student portfolios, 10 were selected for assessment for a total of 12.5%. One external reviewer did not return the assessment of two portfolios, and only eight portfolios are considered in the assessment report. External reviewers received the assessment rubric and the URL to the online portfolios.

The following scale was used to assess the learning outcomes:

The assessment values are the same for all learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understand of this learning outcome was 2.95. Of these 2 students (50%) occasionally, 2 (25%) demonstrated this learning outcome well but needed more work and 1 (25%) demonstrated it well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 3.5, which is higher than the previous year (2.69). This indicated that portfolios provided an average representation of this learning outcome with room for improvement.

The overall grade was 64% compared to 53.8% the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 3.75. Two students (40%) demonstrated this well but needed more work, and 3 students (60%) demonstrated this learning outcome well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 3.15, which was higher than last year (2.25) and indicated that portfolios provided an improved representation of this learning outcome with room for continued improvement.

The overall grade for this learning outcome was 62% compared to 45% the previous year.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strat Comm majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writigng. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 2.95. Three (60%) of interns occasionally demonstrated these skills and 2 (40%) demonstrated this well. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.5 (previously 2.4), which indicated that portfolios modestly represented this learning outcome and improved from the previous year.

The overall grade for this learning outcome was 70% compared to 48% the previous year.

E. Summary of Assessment Results

The portfolio process in the school has come a long way. This is particularly true for students in the sports media degree. The assessment results indicate that the students' work is improving; each of the three outcomes assessed improved from the previous year. However, the results indicate there is room for improvement, also.

As indicated in past assessments, using professionals to evaluate these portfolios is somewhat cumbersome in that they do not understand this level of assessment. They continuously ask questions about the students' work and comment that they do not wish to penalize them unnecessarily. This year the professional were better counseled on what the assessment and portfolios actually measure. Taking time to train the professionals on the purpose of the assessment led to a better participation and cooperation.

Finally, new assessment tools need to be created/utilized to assess the other 5 learning outcomes.

The review process this year suggested the school should undertake three steps before the next assessment round:

1. Develop a pre-test/post-test that can be administered in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students.

SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES
(2014-15)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix A: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2014 - 2015
Annual Assessment Report

Bachelor of Arts and Bachelor of Science
Sports Media



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA and BS in Strategic Communication
2014-2015

Date: September 15, 2015

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2014-15: 328

Number of students graduated in 2014-15: 96

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

Like the 2013-14 assessment, this assessment cycle only three learning outcomes were assessed because the students' capstone online portfolios were used for assessment.

However, after the 2012-13 assessment it was decided that portfolios lend themselves best to assess these three learning outcomes and that other criteria should be used to assess the other, more theoretical learning outcomes. A new plan to assess the other learning outcomes was to be developed for this year. Due to a change in leadership, the assessment plan was not restructured to address the other outcomes. A new assessment plan will be developed during the 2015-16 academic year, and the 2015-16 report will reflect the new plan.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Assessment methods:

Two assessment methods were used to evaluate the three learning outcomes: one at the intermediate level and one at the advanced level.

Internship: At the intermediate level the assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the eight learning outcomes above. (See appendix A for Internship Evaluation Grid)

Capstone project: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2015 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 64 student portfolios, 10 were selected for assessment for a total of 12.5%. One external reviewer did not return the assessment of two portfolios, and only eight portfolios are considered in the assessment report. External reviewers received the assessment rubric and the URL to the online portfolios.

The following scale was used to assess the learning outcomes:

The assessment values are the same for all learning outcomes:

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are required to come up with solutions to difficult communication problems in all courses where they have to propose and analyze research, communication campaigns, message or graphic design solutions, media plans and/or address crisis situations. (Please see attached Grid that explains the sequence of courses in the B.A. and B.S. in Strategic Communication.)

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understand of this learning outcome was 3.75. Of these 3 students (30%) demonstrated this learning outcome well but needed more work, 6 (60%) demonstrated it well, and 1 (10%) expertly demonstrated critical thinking. The intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.1, which was slight higher than the previous year (4.0). This indicated that portfolios provided good representation of this learning outcome.

The overall grade was 83.5%.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:
1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 4.0. One (10%) student demonstrated this well but needed more work, while 9 students (90%) demonstrated this learning outcome well. The Intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.12, which was slightly higher than last year (4.06) and indicated that portfolios provided a good representation of this learning outcome.

The overall grade for this learning outcome was 83%.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing.

Assessment method used to gather evidence of student achievement:

Please see explanation on p. 2 of this document for an explanation of assessment methods used.

Summary of assessment evidence / results from the assessment method:

All evaluations used a scale of 1-5, using the following criteria:

1 = Inadequate Understanding - 5 = Solid Understanding.

Intermediate assessment:

The mean score for students' understanding of this learning outcome was 4.3 and no students exhibited an inadequate ability on this learning outcome. Seven students (70%) demonstrated this well and 3 (30%) expertly demonstrated this. The Intermediate assessment was not utilized last year, so comparison is not available.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.65, which was slightly higher than last year (3.53). This indicated portfolios represented this learning outcome well, although it needs refocused attention.

The overall grade for this learning outcome was 80.5%

E. Summary of Assessment Results

The portfolio process in the school has come a long way. The assessment results for the Strategic Communications degree program indicate that the students' work is improving; each of the three outcomes assessed improved slightly from the previous year. However, the results indicate there is room for improvement. The internship results suggest that particular attention should be paid to improving students' ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to *effectively communicate complex ideas*.

In indicated in past assessments, using professionals to evaluate these portfolios is somewhat cumbersome in that they do not understand this level of assessment. They continuously ask questions about the students' work and comment that they do not wish to penalize them unnecessarily. This year the professional were better counseled on what the assessment and portfolios actually measure. Taking time to train the professionals on the purpose of the assessment led to a better participation and cooperation. It is critical that external reviewers are trained annually to understand what the assessment process is and how the school uses the data they provide.

Finally, new assessment tools need to be created/utilized to assess the other 5 learning outcomes.

The review process this year suggested the school should undertake three steps before the next assessment round:

1. Develop a pre-test/post-test that can be administered in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students.

SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES
(2014-15)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (<i>2.5 or better</i>)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix A: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications
Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2015 - 2016
Annual Assessment Report

Bachelor of Arts
Multimedia Journalism



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA in Multimedia Journalism
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 39

Number of students graduated in 2015-16: 109

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Twenty percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 39 student portfolios, 5 were selected for assessment for a total of 12%. Three external reviewers received the assessment rubric via Survey Monkey and the URLs to the sample of online portfolios.

The following scale was used to assess learning outcomes 4, 6 and 7:

(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Assessment Method 2 - Internship Evaluation: Assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the same three learning outcomes listed above, which were also assessed by the Capstone Projects/Portfolios. (See appendix A for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*. In the internship assessment internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 3.85, which is slightly lower than the last year (4.25).

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 on a 7-point scale. Of these 5 students, 3 students (60%) demonstrated this learning outcome occasionally, 1 (20%) demonstrated this learning outcome well but needed more work and 1 (20%) demonstrated it well. This demonstrates improvement from last year.

The overall grade was 77% compared to 74% the previous year. This indicates room for improvement.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered. In the internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students in Multimedia Journalism incorporate information gathering and data analysis in the Data Journalism course as well as their writing courses. All students are required to use data in their capstone project.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.1, which is slightly lower than last year (4.25).

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 based on a 7-point scale. Two students (40%) demonstrated this well, 2 students (40%) demonstrated this learning outcome occasionally and 1 student (20%) demonstrated this learning outcome only slightly. No internship assessment of this learning outcome was available last year.

The overall grade for this learning outcome was 79% compared to 84% last year. This grade demonstrates continued room for improvement.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the indirect measure Internship Evaluation, internship supervisors only provide an overall assessment of the learning outcome.

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. All Multimedia Journalism majors are required to complete the following courses: Fundamentals of Audio Video, Reporting, and Electronic Reporting. Multimedia News majors include: Editing in Multimedia, Public Affairs Reporting, and Data Journalism. Multimedia Production majors include: Field Production, and Advanced Production Practices. In addition, Multimedia Journalism students are expected to show these skills in their capstone course.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.8 (last year 3.5, previously 3.9), which indicates that this learning outcome was represented in the portfolios with little demonstration of improvement over 3 years.

Internship assessment:

The mean score for students' understanding of this learning outcome was 5.2 on 7-point scale. This is a moderate improvement from last year (4.42). Two (40%) of interns occasionally demonstrated these skills and 3 (60%) demonstrated this well.

The overall grade for this learning outcome was 81% compared to 76% last year.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with 5 outgoing Sports Media seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, three of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Multimedia Journalism curriculum, including but not limited to Data Journalism, Reporting and Media Management.

Summary of assessment evidence / results from the assessment method:

All of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic should have been addressed more.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Multimedia Journalism students are exposed to and asked to apply to the relevant theories and concepts of Journalism through most of the courses in MMJ, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When prompted about it, two of the students said they remember theories such as agenda setting and framing being discussed.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

All Multimedia Journalism students are required to take a Media Management course.

Summary of assessment evidence / results from the assessment method:

Most of the students interviewed indicated that the importance of planning and media management was not emphasized. When probed about it specifically, three of the students indicated that they learned the importance of planning in writing and electronic storytelling. Only one of the students maintained that he gained an understanding of media management.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; two of the three outcomes assessed last year and this year improved from the previous year, while one showed slight decline. The results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (<i>2.5 or better</i>)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
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Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
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School of Media and Strategic Communications

Learning Outcomes Assessment Portfolio Assessment Rubric

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understandable.					
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Learning outcome 6:

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Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
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The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

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Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
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2015 - 2016
Annual Assessment Report

Bachelor of Science
Multimedia Journalism



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BS in Multimedia Journalism
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

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Assessment Coordinator's email: bobbikay.lewis@okstate.edu

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D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Twenty percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 39 student portfolios, 5 were selected for assessment for a total of 12%. Three external reviewers received the assessment rubric via Survey Monkey and the URLs to the sample of online portfolios.

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D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*. In the internship assessment internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

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The mean score for students' understanding of this learning outcome was 4.6 on a 7-point scale. Of these 5 students, 3 students (60%) demonstrated this learning outcome occasionally, 1 (20%) demonstrated this learning outcome well but needed more work and 1 (20%) demonstrated it well. This demonstrates improvement from last year.

The overall grade was 77% compared to 74% the previous year. This indicates room for improvement.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered. In the internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students in Multimedia Journalism incorporate information gathering and data analysis in the Data Journalism course as well as their writing courses. All students are required to use data in their capstone project.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.1, which is slightly lower than last year (4.25).

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 based on a 7-point scale. Two students (40%) demonstrated this well, 2 students (40%) demonstrated this learning outcome occasionally and 1 student (20%) demonstrated this learning outcome only slightly. No internship assessment of this learning outcome was available last year.

The overall grade for this learning outcome was 79% compared to 84% last year. This grade demonstrates continued room for improvement.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the indirect measure Internship Evaluation, internship supervisors only provide an overall assessment of the learning outcome.

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. All Multimedia Journalism majors are required to complete the following courses: Fundamentals of Audio Video, Reporting, and Electronic Reporting. Multimedia News majors include: Editing in Multimedia, Public Affairs Reporting, and Data Journalism. Multimedia Production majors include: Field Production, and Advanced Production Practices. In addition, Multimedia Journalism students are expected to show these skills in their capstone course.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 3.8 (last year 3.5, previously 3.9), which indicates that this learning outcome was represented in the portfolios with little demonstration of improvement over 3 years.

Internship assessment:

The mean score for students' understanding of this learning outcome was 5.2 on 7-point scale. This is a moderate improvement from last year (4.42). Two (40%) of interns occasionally demonstrated these skills and 3 (60%) demonstrated this well.

The overall grade for this learning outcome was 81% compared to 76% last year.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with 5 outgoing Sports Media seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, three of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Multimedia Journalism curriculum, including but not limited to Data Journalism, Reporting and Media Management.

Summary of assessment evidence / results from the assessment method:

All of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic should have been addressed more.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Multimedia Journalism students are exposed to and asked to apply to the relevant theories and concepts of Journalism through most of the courses in MMJ, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When prompted about it, two of the students said they remember theories such as agenda setting and framing being discussed.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

All Multimedia Journalism students are required to take a Media Management course.

Summary of assessment evidence / results from the assessment method:

Most of the students interviewed indicated that the importance of planning and media management was not emphasized. When probed about it specifically, three of the students indicated that they learned the importance of planning in writing and electronic storytelling. Only one of the students maintained that he gained an understanding of media management.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; two of the three outcomes assessed last year and this year improved from the previous year, while one showed slight decline. The results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them					

understandable.					
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Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2015 - 2016
Annual Assessment Report

Bachelor of Arts
Strategic Communication



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA in Strategic Communications
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 330

Number of students graduated in 2015-16: 116

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 112 student portfolios received, 12 were selected for assessment for a total of 10%. External reviewers received the assessment rubric via Survey Monkey and the URL to the online portfolios. Capstone Project/Portfolios are evaluated using learning outcomes 4, 6 & 7.

The following scale was used to assess the Portfolios using learning outcomes 4, 6 and 7:
(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

(See Appendix B for the Portfolio Assessment Grid)

Assessment Method 2 - Internship Evaluation: Assessment reports of 9 students' internship advisers were collected and data analyzed. Student internships are evaluated using learning outcomes 4, 6 & 7, which were also assessed by the Capstone Projects/Portfolios. (See Appendix C for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts. (See Appendix A for a list of courses)

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4, which is slightly lower than the previous year (4.1). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6, which is an improvement from last year's score of 3.75. Three students (33%) demonstrated understanding occasionally; 3 (33%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding only slightly.

The overall grade was 78% which is slightly lower than the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 3.67, which is a disappointing decline from last year's overall mean score of (4.12).

Internship assessment:

The mean score for students' understanding of this learning outcome was 5 based on 7-point scale. Four students (33%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding expertly. This demonstrates slight improvement over last year's score of 4.0, and fewer internship evaluations were assessed last year.

The overall grade for this learning outcome was 78% compared to 83% last year. These scores indicate room for improvement.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience*. In the Internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, Strategic Communications students are expected to demonstrate these skills in their capstone course through developing an SC campaign.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 4.08 (last year 3.65 previously 3.53), which indicates growth and improvement of this learning outcome.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.5 based on a 7-point scale, which is a slight improvement from last year's score of 4.3. One student (11%) did not demonstrate an understanding of the learning outcome; 1 (11%) students demonstrated understanding only slightly; 2 (22%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work, 3 student (33%) demonstrated understanding well. These findings indicate instruction in this area is improving.

The overall grade for this learning outcome was 80.5%.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with seven outgoing Strategic Communications seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the seven students interviewed, six students communicated that they learned a great deal about constitutional freedoms and legal issues and one student felt that they struggled with the material. They felt good about their understanding of the First Amendment. Most of the students communicated that had a good understanding of ethical principles and several indicated that ethics was consistently covered in most of their major courses. Also, two of the students felt ethics was over-covered because they also learned about ethical principles in Philosophy courses.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Strategic Communications curriculum, including but not limited to Research Methods, Advertising Media & Markets, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. Two of the students mentioned that they would have liked to have learned more strategies on how to communicate with diverse audiences.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, strategic communications students are exposed to the history of Advertising, Public Relations and Strategic Communications in the Introduction to Strategic Communications course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications, particularly in Public Relations and Advertising. Two of the students said they gained an understanding of the history and social role of mass communications in the Media in a Diverse Society course.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students expressed less confidence in their knowledge of theoretical concepts than other learning outcomes. However, when asked specifically about theories and concepts used in strategic communications, they were quite confident in their understanding.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Media, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students discussed the importance of learning about planning and media management. They indicated they develop a good understanding of planning and management through the management and strategies course, the media planning (Advertising Media & Markets) course, and some mentioned the Advanced PR Media course.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; each of the three outcomes assessed last year and this year improved from the previous year. However, the results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2015 - 2016
Annual Assessment Report

Bachelor of Science
Strategic Communication



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BS in Strategic Communications
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 330

Number of students graduated in 2015-16: 116

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Ten percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 112 student portfolios received, 12 were selected for assessment for a total of 10%. External reviewers received the assessment rubric via Survey Monkey and the URL to the online portfolios. Capstone Project/Portfolios are evaluated using learning outcomes 4, 6 & 7.

The following scale was used to assess the Portfolios using learning outcomes 4, 6 and 7:
(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

(See Appendix B for the Portfolio Assessment Grid)

Assessment Method 2 - Internship Evaluation: Assessment reports of 9 students' internship advisers were collected and data analyzed. Student internships are evaluated using learning outcomes 4, 6 & 7, which were also assessed by the Capstone Projects/Portfolios. (See Appendix C for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts. (See Appendix A for a list of courses)

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4, which is slightly lower than the previous year (4.1). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6, which is an improvement from last year's score of 3.75. Three students (33%) demonstrated understanding occasionally; 3 (33%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding only slightly.

The overall grade was 78% which is slightly lower than the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the intermediate assessment internship supervisors only provide an overall assessment of the learning outcome.

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered.

Opportunities for students to learn the student learning outcome:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for all their writing courses.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 3.67, which is a disappointing decline from last year's overall mean score of (4.12).

Internship assessment:

The mean score for students' understanding of this learning outcome was 5 based on 7-point scale. Four students (33%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work; 2 (22%) demonstrated it well, 1 student (11%) demonstrating understanding expertly. This demonstrates slight improvement over last year's score of 4.0, and fewer internship evaluations were assessed last year.

The overall grade for this learning outcome was 78% compared to 83% last year. These scores indicate room for improvement.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.* In the Internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, Strategic Communications students are expected to demonstrate these skills in their capstone course through developing an SC campaign.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 4.08 (last year 3.65 previously 3.53), which indicates growth and improvement of this learning outcome.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.5 based on a 7-point scale, which is a slight improvement from last year's score of 4.3. One student (11%) did not demonstrate an understanding of the learning outcome; 1 (11%) students demonstrated understanding only slightly; 2 (22%) demonstrated understanding occasionally; 2 (22%) demonstrated this learning outcome well but needed more work, 3 student (33%) demonstrated understanding well. These findings indicate instruction in this area is improving.

The overall grade for this learning outcome was 80.5%.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with seven outgoing Strategic Communications seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the seven students interviewed, six students communicated that they learned a great deal about constitutional freedoms and legal issues and one student felt that they struggled with the material. They felt good about their understanding of the First Amendment. Most of the students communicated that had a good understanding of ethical principles and several indicated that ethics was consistently covered in most of their major courses. Also, two of the students felt ethics was over-covered because they also learned about ethical principles in Philosophy courses.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Strategic Communications curriculum, including but not limited to Research Methods, Advertising Media & Markets, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. Two of the students mentioned that they would have liked to have learned more strategies on how to communicate with diverse audiences.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, strategic communications students are exposed to the history of Advertising, Public Relations and Strategic Communications in the Introduction to Strategic Communications course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications, particularly in Public Relations and Advertising. Two of the students said they gained an understanding of the history and social role of mass communications in the Media in a Diverse Society course.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students expressed less confidence in their knowledge of theoretical concepts than other learning outcomes. However, when asked specifically about theories and concepts used in strategic communications, they were quite confident in their understanding.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Media, and SC Campaigns.

Summary of assessment evidence / results from the assessment method:

The majority of the students discussed the importance of learning about planning and media management. They indicated they develop a good understanding of planning and management through the management and strategies course, the media planning (Advertising Media & Markets) course, and some mentioned the Advanced PR Media course.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; each of the three outcomes assessed last year and this year improved from the previous year. However, the results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (<i>2.5 or better</i>)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 3913 Field Prod.
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		SPM 3853 Sports Writing	SPM 4813 Sp. Media Prod.
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2015 - 2016
Annual Assessment Report

Bachelor of Arts
Sports Media



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BA in Sports Media
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 152

Number of students graduated in 2015-16: 52

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Twenty percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 52 student portfolios, 10 were selected for assessment for a total of 19%. Three external reviewers received the assessment rubric via Survey Monkey and the URLs to the sample of online portfolios.

The following scale was used to assess learning outcomes 4, 6 and 7:

(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Assessment Method 2 - Internship Evaluation: Assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the same three learning outcomes listed above, which were also assessed by the Capstone Projects/Portfolios. (See appendix A for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*. In the internship assessment internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.25, which is higher than the previous year (3.5). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.8 on a 7-point scale. Of these 2 students (40%) occasionally, 2 (40%) demonstrated this learning outcome well but needed more work and 1 (20%) demonstrated it well. This is the same percentage as last year.

The overall grade was 77% compared to 64% the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered. In the internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating an understanding of *methods and techniques of research* in mass communication was 4.47, which was higher than last year (3.15) and indicated that portfolios provided an improved representation of this learning outcome with room for continued improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.6 based on a 7-point scale. Two students (40%) demonstrated this well, 2 students (40%) demonstrated this learning outcome occasionally and 1 student (20%) demonstrated this learning outcome only slightly.

The overall grade for this learning outcome was 76% compared to 62% last year and 45% the previous. This grade demonstrates consistent improvement from the previous two years.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the indirect measure Internship Evaluation, internship supervisors only provide an overall assessment of the learning outcome.

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strat Comm majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

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Portfolio assessment:

The overall mean score for this learning outcome of demonstrating appropriate *writing, editing and production techniques* in mass communication was 4.28 (last year 3.5, previously 2.4), which indicated that this learning outcome was represented in the portfolios and demonstrates considerable improvement from last year and the year before.

Internship assessment:

The mean score for students' understanding of this learning outcome was 5.2 on 7-point scale. This is a moderate improvement from last year. Two (40%) of interns occasionally demonstrated these skills and three (60%) demonstrated this well.

The overall grade for this learning outcome was 79% compared to 70% last year and 48% the previous year. Again these finding indicate consistent improvement.

Assessment Method 3 - Senior Exit Interviews: The associate director of undergraduate studies conducted one-on-one interviews with 5 outgoing Sports Media seniors. Students were randomly selected and asked to participate in the interviews. Embedded in the discussion were direct questions concerning the following learning outcomes:

(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, two of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

(D5) Learning outcome 2. *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic was discussed at length in two of his SPM classes.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When asked about it, three of the students said they remember theories such as agenda setting and framing being discussed. Two of the students offered very little confirmation that they had a grasp of relevant theories in mass communication.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

Summary of assessment evidence / results from the assessment method:

Three of students discussed the importance of learning about planning and media management. Two of the students were less forthcoming about the topic, but when probed they indicated that they learned the importance of planning in writing and electronic storytelling.

E. Summary of Assessment Results

The portfolio process in the school is slowly being improved upon each year. The school now has a more systematic and thorough plan to assess student learning. The senior capstone/portfolio assessment was streamlined this year utilizing an electronic survey, making the process much easier for the professionals to complete. This year, senior exit interviews were added which improved the assessment process and allowed for better evaluation of the remaining 5 learning outcomes that were not assessed in the past 2 assessment cycles. The assessment plan calls for two additional methods which are being developed and administered for the 2016-17 academic year.

The assessment results indicate that the students' work is improving; each of the three outcomes assessed last year and this year improved from the previous year. However, the results indicate there is still room for improvement. The five learning outcomes that were newly assessed this year with the exit interviews cannot be compared to previous data, but the evaluation indicates the program is meeting most of the learning outcomes with room for improvement.

The following steps were recommended last year, and there is now a clear plan to implement these steps in this coming assessment round:

1. Administer the pre-test/post-test in MC 2003 (pre-test) and the end of the capstone course (post-test) in order to assess learning outcomes that are not easily demonstrated in the portfolios. The pre-test will be administered the first day of class in MC 2003 in Spring 2017. The post-test will be administered during the last two weeks of classes in the capstone course. The pre-test/post-test will be used to measure learning from the core curricula, which students in all 6 of the degree programs in SMSC are required to take.
2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (2.5 or better)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them					

understandable.					
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Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2015 - 2016
Annual Assessment Report

Bachelor of Science
Sports Media



Annual Assessment Report
School of Media and Strategic Communications
College of Arts & Sciences
BS in Sports Media
2015-2016

Date: September 15, 2016

Name of Person Submitting Report: Bobbi Kay Lewis

A. Program Information

Assessment Coordinator: Bobbi Kay Lewis

Assessment Coordinator's email: bobbikay.lewis@okstate.edu

Number of students enrolled in the program 2015-16: 152

Number of students graduated in 2015-16: 52

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media and Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☐ Yes ☒ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

D. Assessed Student Learning Outcomes

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment methods:

Three assessment methods were used to evaluate the three learning outcomes: (1) Capstone Projects/Portfolios, (2) Internship Evaluation and (3) Senior Exit Interviews.

Assessment Method 1 - Capstone Project/Portfolios: Students complete an online portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available on the online portfolios of graduated students were used to assess the learning outcomes. The links to graduated students' electronic portfolios were entered into a spreadsheet. Twenty percent of the Spring 2016 portfolios were selected using the online randomizing tool, Randomizer. Thus, of the 52 student portfolios, 10 were selected for assessment for a total of 19%. Three external reviewers received the assessment rubric via Survey Monkey and the URLs to the sample of online portfolios.

The following scale was used to assess learning outcomes 4, 6 and 7:

(The assessment values are the same for all learning outcomes)

- 1 = No or Poor representation of learning outcome;
- 2 = Somewhat poor representation of learning outcome;
- 3 = Average representation of learning outcome;
- 4 = Good representation of learning outcome;
- 5 = Outstanding representation of learning outcome.

Assessment Method 2 - Internship Evaluation: Assessment reports of 5 students' internship advisers were collected and data analyzed. Student internships are evaluated using the same three learning outcomes listed above, which were also assessed by the Capstone Projects/Portfolios. (See appendix A for Internship Evaluation Grid)

D1). Student Learning Outcome 4. *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work reflected the ability to *analyze complex situations* accurately, to *craft innovative solutions* to difficult problems, to *look beyond the obvious*, and the ability to effectively *communicate complex ideas*. In the internship assessment internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information before presenting in the form of written artifacts.

Summary of assessment evidence / results from the assessment method:

Portfolio evaluations used a 5-point scale with 1 equaling no or poor representation of the learning outcome and 5 equaling outstanding representation of the learning outcome.

Internship evaluations used a scale of 1-7, using the following criteria:

1 = Not Applicable; 2 = Understanding Not Demonstrated; 3 = Demonstrated Only Slightly; 4 = Demonstrated Occasionally, 5 = Demonstrated But Needs Work; 6 = Demonstrated Well; and 7 = Expertly Demonstrated.

Portfolio assessment:

The overall mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 4.25, which is higher than the previous year (3.5). This indicated that portfolios provided better than average representation of this learning outcome with slight room for improvement.

Internship assessment:

The mean score for students' understanding of this learning outcome was 4.8 on a 7-point scale. Of these 2 students (40%) occasionally, 2 (40%) demonstrated this learning outcome well but needed more work and 1 (20%) demonstrated it well. This is the same percentage as last year.

The overall grade was 77% compared to 64% the previous year.

D2). Student Learning Outcome 6. *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Assessment method used:

In the portfolio assessment this learning outcome assessed if the students' work showed evidence of the *ability to gather information* effectively and competently, *initiative and creativity* in information gathering, to use *multiple methods and sources* for research, and to *effectively communicate* how the information was gathered. In the internship assessment, internship supervisors only provide an overall assessment of the learning outcome.

Opportunities for students to learn the student learning outcome:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

Summary of assessment evidence / results from the assessment method:

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The overall grade for this learning outcome was 76% compared to 62% last year and 45% the previous. This grade demonstrates consistent improvement from the previous two years.

D3). Student Learning Outcome 7. *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Assessment method used:

In the indirect measure Internship Evaluation, internship supervisors only provide an overall assessment of the learning outcome.

In the Capstone Project/Portfolio assessment, this learning outcome assessed if the students' work showed evidence of the ability to *write clearly and without errors, craft language for interesting and effective communication, write across platforms effectively, and communicate to a wide and diverse audience.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strat Comm majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

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The overall grade for this learning outcome was 79% compared to 70% last year and 48% the previous year. Again these finding indicate consistent improvement.

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(D4) Learning outcome 1. *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

Summary of assessment evidence / results from the assessment method:

Out of the five students interviewed, all five students communicated that they learned a great deal about constitutional freedoms and legal issues. They felt good about their understanding of the First Amendment. However, two of the students communicated that ethical principles were not heavily emphasized and felt hesitant in their mastery of that content.

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All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of diversity. They indicated that it was covered in most all of their major courses. One of the students mentioned that the topic was discussed at length in two of his SPM classes.

(D6) Learning outcome 3. *Students will demonstrate respect for the history and social role of mass communications.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

Summary of assessment evidence / results from the assessment method:

The majority of the students expressed an understanding of the relevance of history and social role of mass communications. They indicated that it was covered in the Media in a Diverse Society course. Two of the students mentioned that it was discussed in many of their major courses.

(D7) Learning outcome 5. *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Opportunities for students to learn the student learning outcome:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

Summary of assessment evidence / results from the assessment method:

The students interviewed mentioned very little about media theories or theoretical concepts. When asked about it, three of the students said they remember theories such as agenda setting and framing being discussed. Two of the students offered very little confirmation that they had a grasp of relevant theories in mass communication.

(D8) Learning outcome 8. *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Opportunities for students to learn the student learning outcome:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

Summary of assessment evidence / results from the assessment method:

Three of students discussed the importance of learning about planning and media management. Two of the students were less forthcoming about the topic, but when probed they indicated that they learned the importance of planning in writing and electronic storytelling.

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2. All portfolios need to be reviewed at different levels and in different classes. Where possible, each course should produce a portfolio artifact that can add to our students' knowledge and understanding of the three learning outcomes assessed using the portfolio. This recommendation will be discussed with the faculty in the October 2016 faculty meeting.
3. An assessment plan needs to be developed for utilizing the assessment data to adjust the curriculum to better serve the students. The assessment plan/report will be brought to the curriculum committee to review and discuss possible curriculum changes.

In addition to the steps mentioned above, an Alumni Survey should be developed and utilized as a method to assess the program and the preparedness for the media industry among SMSC graduates.

APPENDIX A:
SCHOOL OF MEDIA & STRATEGIC COMMUNICATION
REQUIRED COURSES (2015-16)

MC 1143 - Media in a Diverse Society (*GEN ED*) (S,D)

MC 2003 - Style & Structure (*2.5 or better, Comp. II w/C or better*)

MC 2023 - Electronic Communication (*2.5 or better, Comp. II w/C or better*)

MC 4143 - Ethics and Issues in Mass Communication

MC 4163 – Mass Communication Law

STRATEGIC COMMUNICATION REQUIRED COURSES		MULTIMEDIA JOURNALISM REQUIRED COURSES		SPORTS MEDIA REQUIRED COURSES	
SC 2183 Intro to SC (<i>2.5 or better</i>)		MMJ 3153 Fundamentals of Audio Video		SPM 2843 Sports in the Media	
SC 3353 Persuasive Writing for SC		MMJ 3263 Reporting		SPM 3843 Contemporary Sports Media	
SC 3753 Graphic Design for SC		MMJ 3553 Electronic Reporting		Sports Strat Comm	MMJ 3153 Fund Audio-Video
SC 3383 SC Mgmt & Strategies		MMJ 4863 Media Management		SC 2183 Intro SC	MMJ 3263 Reporting
SC 3953 Research Methods for SC		Multimedia News	Multimedia Production	SC 3353 Per. Writing	SPM 3863 Electronic Sports Rep.
SC 4013 Advertising Media & Markets		MMJ 3313 Editing in Multimedia	MMJ 3913 Field Production	SC 3753 Graphic Design SC	Sports Journalism Sports Production
Advanced Writing Class		MMJ 4313 Public Affairs Reporting	MMJ 4953 Adv. Production Practices	SC 3953 Research Methods SC	MMJ 3313 Editing
Advertising: SC 3603 Copywriting & Creative Strategy	Public Relations: SC 4493 Advanced PR Writing	MMJ 4393 Data Journalism	Departmental Elective - U	SPM 3783 Sports PR	MMJ 4393 Data Journalism
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	SPM 3853 Sports Writing
Departmental Elective -U (Internship)		Departmental Elective -U (Internship)		Departmental Elective -U (Internship)	Departmental Elective -U (Internship)
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective -U (Internship)	Departmental Elective U/L
Departmental Elective U/L		Departmental Elective U/L		Departmental Elective U/L	Departmental Elective U/L
SC 4843 (or 4980) SC Campaigns		MMJ 4973 MMJ Capstone		SPM 4933 Adv Sports PR	SPM 4883 Sports in the Newsroom
MKTG 3213		POLS*	TLA/BUS/GE	MKTG 3213	TLA/BUS/GE
MKTG		POLS*	TLA/BUS/GE	MKTG	TLA/BUS/GE
TLA/BUS/GE		TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE	TLA/BUS/GE

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them understandable.					

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

Appendix C: INTERNSHIP EVALUATION TABLE

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Appendix B: Learning Outcomes Assessment Portfolio Assessment Rubric

School of Media and Strategic Communications Learning Outcomes Assessment Portfolio Assessment Rubric

Name of reviewer: _____

INSTRUCTIONS: Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the **QUALITY** of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;

2=Somewhat poor representation of learning outcome;

3=Average representation of learning outcome;

4=Good representation of learning outcome;

5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 4:

Demonstrate critical, creative and individual thinking.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
The ability to analyze complex situations accurately.					
The ability to craft innovative solutions to difficult problems.					
The ability to look beyond what is obvious and understand what lies beneath the surface.					
The ability to effectively communicate complex ideas and make them					

understandable.					
-----------------	--	--	--	--	--

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.

Overall Score: _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to gather information effectively and completely.					
Evidence of initiative and creativity in information gathering.					
The ability to use multiple methods and sources to research information.					
The ability to effectively communicate how information was gathered.					

Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

Quality of evidence of learning outcome	1	2	3	4	5
Evidence of the ability to write clearly, without errors in grammar or construction.					
Evidence of the ability to craft language for interesting and effective communication.					
The ability to write across platforms effectively.					
The ability to effectively communicate to a wide and diverse audience.					

2016 - 2017
Annual Assessment Report

Bachelor of Science
Strategic Communication



School of Media & Strategic Communication
Strategic Communications – Bachelor of Science
Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 210

Number of students graduated in 2016-2017: 77

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- ☐ Critical thinking
- ☐ Creativity
- ☐ Global awareness
- ☐ Appreciation for the liberal arts
- ☐ Adaptability
- ☐ Problem solving skills
- ☐ Diversity
- ☐ Leadership
- ☐ Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in strategic communications: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication <http://www.acejmc.org/policies-process/nine-standards/>

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Graduating Senior Survey and Exit Interviews

Learning Outcomes 1, 2, 3, 5, 8

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

Students are required to take MC 2003, Media in a Diverse Society, which devotes one-two lectures introducing media law and the ethical considerations professionals in the field may face. Students are required to take MC 4163, Mass Communication Law, and MC 4143, Ethics and Issues in Mass Communication; both classes cover this student-learning outcome.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five SC senior exit interviews.

First, they were asked to take a survey for Learning Outcomes ([See appendix](#)).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes ([see appendix](#)).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question on the senior exit survey, which would indicate that graduating seniors "agree" they understand and have an appreciation for the constitutional freedoms, legal issues and ethical considerations involved in mass communication. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 1.

Learning Outcome #1 score: 4.4 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

The score indicates students were very satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students “strongly agreed” they had a good understanding of the First Amendment, one student “agreed” she was more comfortable discussing constitutional freedoms and legal issues that are media related, and one student was “neutral” regarding her understanding of this Learning Outcome.

During the interview, all students agreed they have gained knowledge during their coursework regarding constitutional freedoms and ethical principles. All students recalled hearing about law and ethics in multiple classes. Two said they struggled to understand ethical principles taught in SMSC, but they had learned about same ethical principles in Philosophy and Religion, which made them more comfortable using the theories. Another student said she felt the ethical principles were repeated in Introduction to Strategic Communications, Religion and Ethics – she said she was thankful to hear the principles repeated across classes and departments.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum, and more classes should include ethical principles if possible.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All SMSC students are required to take the core course, Media In A Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Diversity is also covered in the Introduction to Strategic Communications required course, which all strategic communication majors are required to take. Many courses in strategic communications discuss diversity, including Persuasive Writing, Graphic Design, Research Methods, Campaigns and Media & Markets.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a “graduating seniors” list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted six senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors “agree” they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.8 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Students’ survey scores were 4.8/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Four students “strongly agreed” and one student “agreed” they had a good understanding of diversity issues.

During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several SC classes, mainly regarding audiences.

The School should continue to discuss diversity across its curriculum.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, strategic communications students are exposed to the history of advertising, public Relations and strategic communications in the Introduction to Strategic Communications course. Finally, an elective course in History of Mass Communications is consistently offered to students.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five SC senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. *(See appendix).*

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes *(see appendix).*

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

- ☐ Review of thesis/dissertation/ creative component
- ☐ Capstone project
- ☐ Internship

- ☒ Interviews
- ☐ Performance or jury
- ☐ Visual collection (photos, videos, etc.)
- ☐ Review of student research

☐ Other (please specify):
Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 3.

Learning Outcome #3 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.4/5, which indicates students strongly agreed and were satisfied in their learning and understanding of the history and societal role of mass communications. Four students "strongly agreed" and one student "disagreed" they had a good understanding of the history and societal role of mass communications.

During the interview, four of the five students agreed they felt confident in their understanding of mass communication's history and role in society. One disagreed.

The School is doing a good job of presenting and incorporating the history and societal role of mass communications in its curricula.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 4.

Learning Outcome #5 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Four students agreed they learned basic mass media theoretical concepts in their classes, but they were less confident in this learning outcome as compared to other learning outcomes regarding their knowledge and/or application of theoretical concepts. One student was neutral. However, when asked specifically about theories and concepts used in strategic communications, three students were able to name and explain a few theories.

The School should continue incorporating theoretical concepts of mass communications in its curricula. Each program's faculty should meet once per semester to discuss curriculum in each class and what theories are taught in class.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

D5) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews. First, they were asked to take a survey and rank their skills for learning outcomes. (See Appendix). Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see Appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a “graduating seniors” list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors “agree” they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 4.

Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

The majority of the students discussed the importance of learning about planning and media management. Four students indicated they developed a strong understanding of media planning and management through the Management and Strategies course, the Media Markets course, and the Capstone course, Campaigns; two mentioned the Advanced PR Writing course. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.
2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Internship | Click here to specify. |

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to *analyze complex situations* accurately (Excel Column D)
- 2) if the student was able to *craft innovative solutions* to difficult problems (Excel Column E)
- 3) if the student's work reflected *looking beyond the obvious* (Excel Column F)
- 4) if the student had the ability to effectively *communicate complex ideas* (Excel Column G)

*See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

For the Internship Evaluation assessment survey (see Appendix), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4 out of 5.

Internship assessment = the goal was to exceed 2016 scores, or better than a 4.6 out of 7.

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers - Portfolios - the mean score was a 3.66 / 5, which is lower than the 4 / 5 ranking in 2016. The goal was not met.

Internship Assessment - the mean score was 6.7 / 7, which is a significant improvement from last years' score of 4.6. The score indicates students' ability to think critically, creatively and independently. The goal was met.

SMSC Professor - Portfolios – 3.9 / 5

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The mean score for this learning outcome of demonstrating *critical, creative and individual thinking* was 3.66, which is lower than the previous year (4). The score indicates portfolios provided average representation of this learning outcome with room for improvement. Many of the professionals said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score of 6.7 indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own and to think critically and creatively about audiences' and clients' needs.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for writing courses.

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.
2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input checked="" type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

1. the *ability to gather information* effectively and competently (Excel Column H)
2. *initiative and creativity* in information gathering (Excel Column I)
3. use *multiple methods and sources* for research (Excel Column J)
4. to *effectively communicate* how the information was gathered (Excel Column K)

¹⁶ See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - *an understanding of the methods and techniques used in research and information gathering*.

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Yes, to score better than 3.67 / 5 (2016 Portfolio score), and better than 5 / 7 (2016 Internship Score)

Provide a summary of the results from the assessment of Learning Outcome 6.

Internship Assessment Score: The mean score was 6 / 7, which is a significant improvement over 2016. Goal achieved.

Portfolio Assessment Score: The mean score was 3.73, which is slightly higher than the 2016 score of 3.67. Goal achieved

SMSC Professor Portfolio Score: 4/5

What do the results suggest about student achievement of Learning Outcome 6?

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

D8) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.

2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

- 1) evidence of the ability to write clearly and without errors (*Excel Column L*)
- 2) craft language for interesting and effective communication (*Excel Column M*)
- 3) write across platforms effectively (*Excel Column N*)
- 4) communicate to wide and diverse audiences (*Excel Column O*)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – *student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties*

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Yes, to score better than in 2016.

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 6.70, which is significantly higher than the 2016 score of 4.5. Goal achieved.

Portfolio Assessment Score: The mean score was 3.65, which is a decline from 2016's score of 4.08. Goal not achieved. More writing samples are key to displaying students' writing skills.

SMSC Professor Portfolio Score: 4.2

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey Sample

Name: _____

Circle one answer that reflects your level of achievement:

Learning Outcome 1: **Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 2: **Students will demonstrate an understanding of the relevance of human diversity in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 3: **Students will demonstrate respect for the history and social role of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 5: **Students will demonstrate an understanding of the relevant theories and concepts of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 8: **Students will demonstrate an understanding of the relevant planning and management methods in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Senior Interview Questions

1. Now that you're about to graduate, what stands out most about your education in the past four years?
2. Do you plan to work in your field of study?
3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class?
Do you still remember what you learned?
4. What did you learn that you feel is most beneficial to you? Why?
5. Do you think diversity is important in your field of study? Why?
6. Do you think you learned a lot about the history of our profession?
7. Where do you think you will be in your career in five years?
8. What things would you have liked to learn that you didn't?
9. Would you feel comfortable researching and planning an event or campaign?
10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey

Click to edit survey title

Edit



Learning Outcomes Survey

Portfolio Assessment

The purpose of this survey is to help us assess the quality of our program and students' ability to demonstrate learning outcomes. Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you.

* 1. What is your name?

2. What is name of the student whose portfolio you are analyzing?



Learning Outcomes Survey

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 3. The ability to analyze complex situations accurately.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 4. The ability to craft innovative solutions to difficult problems.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 5. The ability to look beyond what is obvious and understand what lies beneath the surface.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 6. The ability to effectively communicate complex ideas and make them understandable.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 7. Evidence of the ability to gather information effectively and completely.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 8. Evidence of initiative and creativity in information gathering.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 9. The ability to use multiple methods and sources to research information.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 10. The ability to effectively communicate how information was gathered.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results for SC Portfolios

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH			
2																																				
3	Valerie Pritch		4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	Agree																		
4	Valerie Pritch		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	Strongly Agree	Previous Disk design																	
5	Valerie Pritch		4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	Agree																		
6	Valerie Pritch		5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	Agree	Name should be more clear - had to look to a reference letter to get the name of the student.																
7	Valerie Pritch		3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	Disagree	Designs had this student's best strengths from portfolio on other work samples.																
8	Valerie Pritch		2	3	3	3	3	2	4	3	3	3	3	3	3	3	3	3	Disagree	This portfolio does not provide enough writing samples for me to properly assess skill level. However, it is a student's case that she enjoys social editing, so consider including the skill in the portfolio.																
9	Valerie Pritch		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	Agree																	
10	Valerie Pritch		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Strongly Disagree	There were no writing samples in this portfolio. Cannot accurately assess the student's skills.																
11	Wen Young		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree	Update the bio/summary here for the subsequent site (currently it's this design "role" which really stands out for the wrong reasons, and anyone who works with web design will notice this detail). I would also recommend students are required to write or design something which																
12	Wen Young		3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree	This portfolio with more examples of information gathering from multiple sources, analyzed/evaluated & created. I know the student can do a based on the content, but it's not always clearly represented or cited. Could be easily solved using video descriptions on YouTube																
13	Wen Young		5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	Strongly Agree	This portfolio references "science" design capabilities but the design section is not as strong and design experience lacking from his resume. Would recommend students include roles and courses or expand upon additional experience within the section. Or consider student's															
14	Wen Young		3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	Agree	Full name. This particular portfolio makes it very hard to find the student's full name - it wasn't on his resume and I didn't find it until I was going through the letters of recommendation. Students also need to check how their portfolio is displaying across devices - on desktop															
15	Wen Young		2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Disagree	Multiple examples for design & writing, or remove these sections and focus the portfolio on video graphics. For video graphics I would recommend using video clips rather than stills to help illustrate the learning objectives (this would give context)															
16	Wen Young		1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	3	Disagree	After reviewing many of these portfolios, one thing that is missing in actual work that demonstrates the ability to gather information, analyze/evaluate it, and communicate it effectively. Class projects for made up organizations don't meet this criteria for me, because the student															
17	Wen Young		3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree																
18	Wen Young		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Agree																
19	Raya Gombali		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	3	Strongly Agree	Testimonials or references would be nice as sample projects seem to be assignment based. This would add to her experience outside of university.														
20	Raya Gombali		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	Strongly Agree	Overall, her portfolio was strong and professional. The photography section could be edited down to highlight the best photos instead of an average range.														
21	Raya Gombali		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Disagree	The portfolio does not provide any background on the gallery items. It is also mainly one project (lamp). He also did not provide an about section or resume to learn more about him and what he is interested in pursuing.															
22	Raya Gombali		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	Strongly Agree	Merits portfolio has a balance of work and background information for a great presentation.															
23	Raya Gombali		3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	Disagree	Tiffany mentioned video and audio design, but the didn't include samples. There was also one unclear writing sample in the "Examples of Writing" section. The photography and graphic design samples were average at best. Her about section and resume were nice.														
24	Raya Gombali		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	4	Agree	24's portfolio mainly focuses on social media campaigns, which are displayed in an effective way. A variety of projects would support his goals included within his bio. Also, his full name is not easily available on the website or resume. The recommendation was a minor														
25	Raya Gombali		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Strongly Agree	Brandon's portfolio is excellent. My only suggestion would be to either remove the photography section or work on building it with samples that match his other great work.														
26	Raya Gombali		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree	Adrian has a nice welcome home page, but the resume and skills sections isn't the same resume. A downloadable resume would also be helpful.														
27	Ryan Smith		4	5	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Agree	I always like to see a good section. What are they wanting to do with all of this in the long term.														
28	Ryan Smith		4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree	More writing samples.														
29	Ryan Smith		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Strongly Agree	Goals. What he wants to accomplish.														
30	Ryan Smith		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Agree	My biggest distraction was moving backgrounds, even because for some, and the fact that I couldn't read a writing sample without having to download. I think the layout needs to be simplified.														
31	Ryan Smith		2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Disagree	This portfolio needed to be simplified in navigation, but helped up content. More samples of such type of work. Not much was included.														
32	Ryan Smith		4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Strongly Agree	Could use a little more color, or photo use. Overall very good layout and could clearly navigate throughout the page.														
33	Ryan Smith		3	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	Disagree	No writing samples, no resume, no goals. Just where he was going with the sample layout but it still felt like he was. Diversity in projects would be good. A lot of design with the same logo, phrasing and I still can't read more what I can't.														
34	Nicole Morje		4	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Strongly Agree															
35	Nicole Morje		5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree															
36	Nicole Morje		1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Strongly Agree															
37	Nicole Morje		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	Agree	It was very difficult to find your name. I ended up having to look at a letter of recommendation before I could find it. Make it obvious right from the start.														
38	Nicole Morje		4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree	There were very few types throughout the portfolio that unfortunately took away from the work. I would like to see more explanation about the work samples, including the research that went into them, your role and the purpose of each piece.														
39	Nicole Morje		4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Agree	Not all sections of the portfolio explained the background of the work samples. I found this extremely helpful in some areas, and lacking in others.														
40	Nicole Morje		5	4	4	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	Strongly Agree															
41	Nicole Morje		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	Strongly Disagree	This portfolio is difficult to navigate without a clear navigation. I also strongly recommend adding explanation about the various projects you're showcasing. What was the background? What was your role? It was difficult for me to assess your skills and personality based on														
42	sum		140	171	146	140	149	152	137	115	144	140	149	140																						
43	average		3.5	3.7	3.65	3.7	3.73	3.4	3.4	3.3	3.65	3.7	3.73	3.5																						
44	overall average - 3.12																																			

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mean																																		
overall - 3.96																																		

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2016 - 2017
Annual Assessment Report

Bachelor of Arts
Sports Media



School of Media & Strategic Communication
Sports Media – Bachelor of Arts
Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- ☐ Critical thinking
- ☐ Creativity
- ☐ Global awareness
- ☐ Appreciation for the liberal arts
- ☐ Adaptability
- ☐ Problem solving skills
- ☐ Diversity
- ☐ Leadership
- ☐ Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication <http://www.acejmc.org/policies-process/nine-standards/>

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Graduating Senior Survey and Exit Interviews

Learning Outcomes 1, 2, 3, 5, 8

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey for Learning Outcomes (*See appendix*).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (*see appendix*).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question on the senior exit survey, which would indicate that graduating seniors "agree" they understand and have an appreciation for the constitutional freedoms, legal issues and ethical considerations involved in mass communication. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 1.

Learning Outcome #1 score: 4.4 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students "strongly agreed" and two students "agreed" they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes. During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted six senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See Appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see Appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. This was the first year to specify a goal, and the goal was based on 2016 results.

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of diversity issues.

During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several classes in their major.

The School should continue to discuss diversity across its curriculum.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☐ Capstone project

☐ Internship

☒ Interviews

☐ Performance or jury

☐ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 3.

Learning Outcome #3 score: 4.6 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of the history and societal role of mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of the history and societal role of mass communications.

The School is doing a good job of presenting and incorporating the history and societal role of mass communications in its curricula and should continue on this path.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

D4) Student Learning Outcome #5: Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Measuring effectiveness relative to professional standards |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Course project | <input type="checkbox"/> Review of thesis/dissertation/ creative component |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Capstone project |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Benchmarking | |

- ☐ Internship
☒ Interviews
☐ Performance or jury

- ☐ Visual collection (photos, videos, etc.)
☐ Review of student research
☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 5.

Learning Outcome #5 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

The students agreed they learned basic mass media theoretical concepts in their classes, but two students said they don't recall discussing theories during any sports classes. Three said they were much less confident in this learning outcome as compared to other learning outcomes regarding their knowledge and/or application of theoretical concepts. One said more emphasis should be placed on theories in sports media.

The School should continue incorporating theoretical concepts of mass communications in its curricula. Each program's faculty (Sports Media, Strategic Communications and Multimedia Journalism) should meet once per semester to discuss curriculum in each class and what theories are taught in class.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

D5) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8. The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey.

Provide a summary of the results from the assessment of Learning Outcome 8.

Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Two of the students interviewed indicated they were much better at planning and understood more about management methods than when they started the major, but both students said there could be more management classes to help those who want to manage media. One students said planning wasn't highlighted in most of the classes.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Internship | Click here to specify. |

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to *analyze complex situations* accurately (Excel Column D)
- 2) if the student was able to *craft innovative solutions* to difficult problems (Excel Column E)
- 3) if the student's work reflected *looking beyond the obvious* (Excel Column F)
- 4) if the student had the ability to effectively *communicate complex ideas* (Excel Column G)

*See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

For the Internship Evaluation assessment survey (see Appendix), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4.25 out of 5.

Internship assessment = the goal was to exceed 2016 scores, or better than a 4.8 out of 7.

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers for Portfolios - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met.

SMSC Professor / Portfolios: 3.75

Internship Assessment - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.

2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input checked="" type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

1. the *ability to gather information* effectively and competently (Excel Column H)
2. *initiative and creativity* in information gathering (Excel Column I)
3. use *multiple methods and sources* for research (Excel Column J)
4. to *effectively communicate* how the information was gathered (Excel Column K)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - *an understanding of the methods and techniques used in research and information gathering*. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

1. Not Applicable 2
2. Understanding Not Demonstrated
3. Demonstrated Only Slightly
4. Demonstrated Occasionally
5. Demonstrated But Needs Work
6. Demonstrated Well
7. Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Yes, to score better than 4.4 / 5 (2016 Portfolio score), and better than 4.5 / 7 (2016 Internship Score)

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 6.

Internship Assessment Score: The mean score was 5.4/ 7, which is a significant improvement over 2016. Goal achieved.

Portfolio Assessment Score: The mean score was 3.77, which is lower than the 2016 score of 4.4 Goal not achieved.

SMSC Professor – Portfolios: 3.9

What do the results suggest about student achievement of Learning Outcome 6?

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strategic Communication majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.

2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey

☒ Rating of skills (e.g., rubrics)

☒ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☒ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☒ Capstone project

☒ Internship

☐ Interviews

☐ Performance or jury

☒ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

- 1) evidence of the ability to write clearly and without errors (*Excel Column L*)
- 2) craft language for interesting and effective communication (*Excel Column M*)
- 3) write across platforms effectively (*Excel Column N*)
- 4) communicate to wide and diverse audiences (*Excel Column O*)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – *student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties*

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Yes, to score better than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5)

**New for 2017 – one SMSC professor was selected to evaluate portfolios.*

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 5.8, which is slightly higher than the 2016 score of 5.2. Goal achieved.

Portfolio Assessment Score: The mean score was 3.65, which is lower than in 2016. Goal not achieved. Faculty need to review portfolios in all classes, and more writing samples across different platforms need to be added to student portfolios.

SMSC Professor Portfolio Score: 3.8

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey

Name: _____

Circle one answer that reflects your level of achievement:

Learning Outcome 1: **Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 2: **Students will demonstrate an understanding of the relevance of human diversity in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning Outcome 3: **Students will demonstrate respect for the history and social role of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 5: **Students will demonstrate an understanding of the relevant theories and concepts of mass communications.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Learning outcome 8: **Students will demonstrate an understanding of the relevant planning and management methods in mass communication.**

Strongly agree - 5

Agree - 4

Neutral - 3

Disagree - 2

Strongly disagree – 1

Senior Interview Questions

1. Now that you're about to graduate, what stands out most about your education in the past four years?
2. Do you plan to work in your field of study?
3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class?
Do you still remember what you learned?
4. What did you learn that you feel is most beneficial to you? Why?
5. Do you think diversity is important in your field of study? Why?
6. Do you think you learned a lot about the history of our profession?
7. Where do you think you will be in your career in five years?
8. What things would you have liked to learn that you didn't?
9. Would you feel comfortable researching and planning an event or campaign?
10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey

Click to edit survey title

Edit



Learning Outcomes Survey

Portfolio Assessment

The purpose of this survey is to help us assess the quality of our program and students' ability to demonstrate learning outcomes. Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you.

* 1. What is your name?

2. What is name of the student whose portfolio you are analyzing?



Learning Outcomes Survey

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 3. The ability to analyze complex situations accurately.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 4. The ability to craft innovative solutions to difficult problems.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 5. The ability to look beyond what is obvious and understand what lies beneath the surface.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 6. The ability to effectively communicate complex ideas and make them understandable.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 7. Evidence of the ability to gather information effectively and completely.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 8. Evidence of initiative and creativity in information gathering.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 9. The ability to use multiple methods and sources to research information.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 10. The ability to effectively communicate how information was gathered.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	A	
SPM																																		
Kelly Hines			4	4	4	4	4	4	5	4	4	4	5		4 Agree	I think this is a thorough portfolio. The home page is especially helpful. The student succinctly tells who he is and details his relevant experience.																		
Kelly Hines			3	3	3	3	5	5	5	4	3	4	4	4	4	4	Strongly Agree	The student's demo reel on the home page could easily be overlooked, and what she supplies on the multimedia samples page isn't nearly as strong. If some of the demo reel clips also were on that page in their entirety, her vast experience would be better showcased.																
Kelly Hines			3	3	3	3	4	3	4	3	4	3	4	4	4	4	Agree	I would have preferred more video samples that reveal versatility and personality or a demo reel with some of his best work. The scripted radio spotcasts are all extremely similar, and the podcasts make it hard to tell which one is the student when several people are talking.																
Kelly Hines			2	2	3	3	5	5	5	5	5	3	3	3	3	3	Neither agree	This portfolio is extremely limited and would make it difficult for the student to stand out in a sea of job applicants. He could benefit by adding more videos or perhaps more professional ones and by having other forms of work samples that would show some variety.																
Kelly Hines			5	5	5	5	5	5	5	5	4	4	5	4	5	4	Strongly Agree	No. This is an incredibly complete and impressive portfolio.																
James Poling			4	4	4	3	4	5	3	3	4	4	5	3	Neither agree	Website needs a single address, which isn't LSL website.com is not. He should also profile his writing ahead of sports radio, given his writing was at a professional site.																		
James Poling			3	4	3	3	1	2	3	1	4	3	4	3	4	3	Strongly Disagree	Too many dead links (particularly social media links) on website. The primary video is just a bunch of angry Oklahoma State students cursing, which is not a good professional look.																
James Poling			5	5	5	5	5	4	5	5	3	4	3	5	Strongly Agree	Home page is a mess, particularly with the graduating photo as the centerpiece, but each other page is outstanding. If people click off the home page, he will be a top candidate in the hiring process.																		
James Poling			3	3	3	2	3	2	3	2	3	2	4	3	Disagree	Kid has linked his Soundcloud audio multiple times within "Words" that repeats the same audio on the page.																		
James Poling			5	4	4	4	4	4	3	4	2	3	3	3	3	3	Agree	She needs to remove the phone numbers/emails of the contacts in her written stories.																
Kyle Friedrich			4	3	3	3	4	3	3	4	4	4	4	4	4	4	Neither agree nor disagree																	
Kyle Friedrich			4	4	4	5	4	5	5	4	3	4	4	4	4	4	Agree																	
Kyle Friedrich			4	4	3	4	4	3	3	3	3	4	4	4	4	4	Agree																	
Kyle Friedrich			4	4	4	4	3	4	3	3	3	3	4	2	2	2	Neither agree nor disagree																	
Kyle Friedrich			5	4	4	5	4	4	4	4	4	5	4	4	4	4	Strongly Agree																	
sum			54	56	56	56	59	58	59	53	52	57	57	55																				
average			3.65	3.7	3.6	3.7	3.9	3.8	3.9	3.5	3.4	3.8	3.8	3.6																				
overall average - 3.71																																		

Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
SPM														
Shipka			4	4	3	4	4	4	3	4	4	4	4	4
Shipka			3	3	3	3	4	3	4	4	4	3	4	3
Shipka			4	4	4	4	4	4	4	4	4	4	4	3
Shipka			4	4	4	4	4	4	3	3	3	4	3	4
Shipka			4	4	4	4	5	5	4	4	4	4	4	5
total														
mean			3.8	3.8	3.6	3.8	4.2	4	3.6	3.8	3.8	3.8	3.8	3.8

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2016 - 2017
Annual Assessment Report

Bachelor of Science
Sports Media



School of Media & Strategic Communication
Sports Media – Bachelor of Science
Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- ☐ Critical thinking
- ☐ Creativity
- ☐ Global awareness
- ☐ Appreciation for the liberal arts
- ☐ Adaptability
- ☐ Problem solving skills
- ☐ Diversity
- ☐ Leadership
- ☐ Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication <http://www.acejmc.org/policies-process/nine-standards/>

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Graduating Senior Survey and Exit Interviews

Learning Outcomes 1, 2, 3, 5, 8

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Mass Communication Law and Media Ethics.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a “graduating seniors” list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey for Learning Outcomes (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question on the senior exit survey, which would indicate that graduating seniors “agree” they understand and have an appreciation for the constitutional freedoms, legal issues and ethical considerations involved in mass communication. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 1.

Learning Outcome #1 score: 4.4 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students “strongly agreed” and two students “agreed” they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes.

During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted six senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See Appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see Appendix).

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree 4 – agree 3 – neutral 2 – disagree 1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of diversity issues in mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of diversity issues.

During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several classes in their major.

The School should continue to discuss diversity across its curriculum.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D3) Student Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications. In addition, Sports Media students are exposed to the history of sports media in the Sports in the Media course. Finally, an elective course in History of Mass Communications is consistently offered to students.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five MMJ senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☐ Capstone project

☐ Internship

☒ Interviews

☐ Performance or jury

☐ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and asked to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 3.

Learning Outcome #3 score: 4.6 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Students' survey scores were 4.6/5, which indicates students strongly agreed and were satisfied in their learning and understanding of the history and societal role of mass communications. Three students "strongly agreed" and two students "agreed" they had a good understanding of the history and societal role of mass communications.

The School is doing a good job of presenting and incorporating the history and societal role of mass communications in its curricula and should continue on this path.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, Sports Media students are exposed to and asked to apply to the relevant theories and concepts of Sports Media through most of the courses in SPM, including the capstone course.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☒ Survey

☐ Rating of skills (e.g., rubrics)

☐ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☐ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☐ Capstone project

☐ Internship

☒ Interviews

☐ Performance or jury

- ☐ Visual collection (photos, videos, etc.) ☐ Other (please specify):
☐ Review of student research [Click here to specify.](#)

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. *This was the first year to specify a goal, and the goal was based on 2016 results.*

Provide a summary of the results from the assessment of Learning Outcome 5.

Learning Outcome #5 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

The students agreed they learned basic mass media theoretical concepts in their classes, but two students said they don't recall discussing theories during any sports classes. Three said they were much less confident in this learning outcome as compared to other learning outcomes regarding their knowledge and/or application of theoretical concepts. One said more emphasis should be placed on theories in sports media.

The School should continue incorporating theoretical concepts of mass communications in its curricula. Each program's faculty (Sports Media, Strategic Communications and Multimedia Journalism) should meet once per semester to discuss curriculum in each class and what theories are taught in class.

Timeline for the Assessment

- ☐ Each Semester ☒ Yearly ☐ Every other year

D5) Student Learning Outcome #8: Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically Sports Media: Sports PR, Contemporary Sports media, Sports Writing, Data Journalism and all of the production courses.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Internship | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey.

Provide a summary of the results from the assessment of Learning Outcome 8.

Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Two of the students interviewed indicated they were much better at planning and understood more about management methods than when they started the major, but both students said there could be more management classes to help those who want to manage media. One students said planning wasn't highlighted in most of the classes.

Timeline for the Assessment

☐ Each Semester ☒ Yearly ☐ Every other year

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Internship | Click here to specify. |

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey ([see Appendix](#)), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to *analyze complex situations* accurately (Excel Column D)
- 2) if the student was able to *craft innovative solutions* to difficult problems (Excel Column E)
- 3) if the student's work reflected *looking beyond the obvious* (Excel Column F)
- 4) if the student had the ability to effectively *communicate complex ideas* (Excel Column G)

[*See Appendix For Excel Sheet / Results](#)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- | | |
|----|--|
| 1= | Poor or no representation of Learning Outcome |
| 2= | Somewhat poor representation of Learning Outcome |
| 3= | Average representation of Learning Outcome |
| 4= | Good representation of Learning Outcome |
| 5= | Outstanding representation of Learning Outcome |

For the Internship Evaluation assessment survey ([see Appendix](#)), Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- | | |
|-----|--------------------------------|
| 1 = | Not Applicable |
| 2 = | Understanding Not Demonstrated |
| 3 = | Demonstrated Only Slightly |
| 4 = | Demonstrated Occasionally |
| 5 = | Demonstrated But Needs Work |
| 6 = | Demonstrated Well |
| 7 = | Expertly Demonstrated |

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Reviewer Portfolio Assessment = the goal was to exceed 2016 scores, or better than a 4.25 out of 5.

Internship assessment = the goal was to exceed 2016 scores, or better than a 4.8 out of 7.

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

External Reviewers for Portfolios - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met.

SMSC Professor / Portfolios: 3.75

Internship Assessment - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input checked="" type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

1. the *ability to gather information* effectively and competently (Excel Column H)
2. *initiative and creativity* in information gathering (Excel Column I)
3. use *multiple methods and sources* for research (Excel Column J)
4. to *effectively communicate* how the information was gathered (Excel Column K)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - *an understanding of the methods and techniques used in research and information gathering*. Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

1. Not Applicable 2
2. Understanding Not Demonstrated
3. Demonstrated Only Slightly
4. Demonstrated Occasionally
5. Demonstrated But Needs Work
6. Demonstrated Well
7. Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Yes, to score better than 4.4 / 5 (2016 Portfolio score), and better than 4.5 / 7 (2016 Internship Score)

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 6.

Internship Assessment Score: The mean score was 5.4/ 7, which is a significant improvement over 2016. Goal achieved.

Portfolio Assessment Score: The mean score was 3.77, which is lower than the 2016 score of 4.4 Goal not achieved.

SMSC Professor – Portfolios: 3.9

What do the results suggest about student achievement of Learning Outcome 6?

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board

members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strategic Communication majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

☐ Survey

☒ Rating of skills (e.g., rubrics)

☒ Analysis of written artifacts

☐ Comprehensive, certification, or professional exam(s)

☐ Oral presentation

☐ Course project

☐ Satisfaction Survey

☐ Benchmarking

☒ Measuring effectiveness relative to professional standards

☐ Review of thesis/dissertation/ creative component

☒ Capstone project

☒ Internship

☐ Interviews

☐ Performance or jury

☒ Visual collection (photos, videos, etc.)

☐ Review of student research

☐ Other (please specify):

Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

- 1) evidence of the ability to write clearly and without errors (*Excel Column L*)
- 2) craft language for interesting and effective communication (*Excel Column M*)
- 3) write across platforms effectively (*Excel Column N*)
- 4) communicate to wide and diverse audiences (*Excel Column O*)

**See Appendix For Excel Sheet / Results*

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – *student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties*

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☐ No

Yes, to score better than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5)

**New for 2017 – one SMSC professor was selected to evaluate portfolios.*

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 5.8, which is slightly higher than the 2016 score of 5.2. Goal achieved.

Portfolio Assessment Score: The mean score was 3.65, which is lower than in 2016. Goal not achieved. Faculty need to review portfolios in all classes, and more writing samples across different platforms need to be added to student portfolios.

SMSC Professor Portfolio Score: 3.8

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment

☐ Each Semester

☒ Yearly

☐ Every other year

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey

Name: _____

Circle one answer that reflects your level of achievement:

Learning Outcome 1: **Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning Outcome 2: **Students will demonstrate an understanding of the relevance of human diversity in mass communication.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning Outcome 3: **Students will demonstrate respect for the history and social role of mass communications.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning outcome 5: **Students will demonstrate an understanding of the relevant theories and concepts of mass communications.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Learning outcome 8: **Students will demonstrate an understanding of the relevant planning and management methods in mass communication.**

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Senior Interview Questions

1. Now that you're about to graduate, what stands out most about your education in the past four years?
2. Do you plan to work in your field of study?
3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class?
Do you still remember what you learned?
4. What did you learn that you feel is most beneficial to you? Why?
5. Do you think diversity is important in your field of study? Why?
6. Do you think you learned a lot about the history of our profession?
7. Where do you think you will be in your career in five years?
8. What things would you have liked to learn that you didn't?
9. Would you feel comfortable researching and planning an event or campaign?
10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey

Click to edit survey title

Edit



Learning Outcomes Survey

Portfolio Assessment

The purpose of this survey is to help us assess the quality of our program and students' ability to demonstrate learning outcomes. Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you.

* 1. What is your name?

2. What is name of the student whose portfolio you are analyzing?



Learning Outcomes Survey

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 3. The ability to analyze complex situations accurately.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 4. The ability to craft innovative solutions to difficult problems.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 5. The ability to look beyond what is obvious and understand what lies beneath the surface.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 6. The ability to effectively communicate complex ideas and make them understandable.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

*** 7. Evidence of the ability to gather information effectively and completely.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 8. Evidence of initiative and creativity in information gathering.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 9. The ability to use multiple methods and sources to research information.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.

*** 10. The ability to effectively communicate how information was gathered.**

- ☐ No or poor representation of learning outcome.
- ☐ Somewhat poor representation of learning outcome.
- ☐ Average representation of learning outcome.
- ☐ Good representation of learning outcome.
- ☐ Outstanding representation of learning outcome.



Learning Outcomes Survey

Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	A		
SPM																																			
Kelly Hines			4	4	4	4	4	4	5	4	4	4	5		4 Agree	I think this is a thorough portfolio. The home page is especially helpful. The student succinctly tells who he is and details his relevant experience.																			
Kelly Hines			3	3	3	3	5	5	5	4	3	4	4		4 Strongly Agree	The student's demo reel on the home page could easily be overlooked, and what she supplies on the multimedia samples page isn't nearly as strong. If some of the demo reel clips also were on that page in their entirety, her vast experience would be better shown.																			
Kelly Hines			3	3	3	3	4	3	4	3	4	4	4		4 Agree	I would have preferred more video samples that reveal versatility and personality or a demo reel with some of his best work. The scripted radio sportscasts are all extremely similar, and the podcasts make it hard to tell which one is the student when several people																			
Kelly Hines			2	2	3	3	5	5	5	5	3	3	3		3 Neither agree	This portfolio is extremely limited and would make it difficult for the student to stand out in a sea of job applicants. He could benefit by adding more videos or perhaps more professional ones and by having other forms of work samples that would show some ve																			
Kelly Hines			5	5	5	5	5	5	5	4	4	5	4		5 Strongly Agree	No. This is an incredibly complete and impressive portfolio.																			
James Poling			4	4	4	3	4	5	3	3	4	4	5		3 Neither agree	Website needs a simple address, which still isn't. winsize.com is not. He should also profile his writing ahead of sports radio, given his writing was at a professional site.																			
James Poling			3	4	3	3	1	2	3	1	4	3	4		3 Strongly Disag	Too many dead links (particularly social media bar) on website. The primary video is just a bunch of angry Oklahoma State students cursing, which is not a good professional look.																			
James Poling			5	5	5	5	5	4	5	5	3	4	3		5 Strongly Agree	Home page is a mess, particularly with the graduating photo in the centerpiece, but each other page is outstanding. If people click off the home page, he will be a top candidate in the hiring process.																			
James Poling			3	3	3	2	3	2	3	2	3	2	4		3 Disagree	Kniel has linked his Soundcloud audio multiple times within "Works" that repeats the same audio on the page.																			
James Poling			5	4	4	4	4	4	3	4	2	3	3		3 Agree	She needs to remove the phone numbers/emails of the contacts in her written stories.																			
Kyle Friedrich			4	3	3	3	4	3	3	4	4	4	4		4 Neither agree nor disagree.																				
Kyle Friedrich			4	4	4	5	4	5	5	4	3	4	4		4 Agree																				
Kyle Friedrich			4	4	3	4	4	3	3	3	4	4	4		4 Agree																				
Kyle Friedrich			4	4	4	4	3	4	3	3	3	4	2		2 Neither agree nor disagree.																				
Kyle Friedrich			5	4	4	5	4	4	4	4	4	5	4		4 Strongly Agree.																				
sum			54	56	56	56	59	58	59	53	52	57	57	55																					
average			3.85	3.7	3.6	3.7	3.9	3.8	3.9	3.5	3.4	3.8	3.8	3.6																					
overall average - 3.71																																			

Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
SPM														
Shipka			4	4	3	4	4	4	3	4	4	4	4	4
Shipka			3	3	3	3	4	3	4	4	4	3	4	3
Shipka			4	4	4	4	4	4	4	4	4	4	4	3
Shipka			4	4	4	4	4	4	3	3	3	4	3	4
Shipka			4	4	4	4	5	5	4	4	4	4	4	5
total														
mean			3.8	3.8	3.6	3.8	4.2	4	3.6	3.8	3.8	3.8	3.8	3.8

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2017 - 2018
Annual Assessment Report

Bachelor of Arts
Multimedia Journalism



School of Media & Strategic Communication
Multimedia Journalism – Bachelor of Arts
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 40

Number of students graduated in 2017-2018: 12

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:	50 percent
Average score for MMJ – BA students who took the pretest	21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):	28 percent
Average score on questions 31-40 (ethics):	62 percent

Posttest:

Average score for all SMSC students who took the posttest:	67 percent
Average score for MMJ-BA students who took the posttest:	38 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:	55 percent
The average score on questions 31-40	75 percent

Senior Exits:

The average for Learning Outcome #1:	5 out of 5
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What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.7 out of 5, which achieves the goal.

Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.7 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. \ |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits: Goal achieved

4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
 - if the student was able to craft innovative solutions to difficult problems (Excel Column E)
 - if the student's work reflected looking beyond the obvious (Excel Column F)
 - if the student had the ability to effectively communicate complex ideas (Excel Column G)
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 6.2 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.8 out of 5 Goal achieved

Internal Portfolio Reviews: 4 out of 5 No goal set during first year

Internship Evaluations: 6.2 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)
2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.
2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.9 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.2)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.93 out of 5 – Goal achieved
Internal portfolio reviews:	4 out of 5 - No goal set
Internship Evaluations:	6.2 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.8 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.6)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.4 out of 5 – goal not achieved
Internal Portfolio Reviews:	4 out of 5 – no goal set
Internship Supervisor Reviews:	6.2 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4+ or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 3.75 out of 5 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

MMJ faculty need to address this Learning Outcome in appropriate classes. Seniors scored this as the lowest Learning Outcome

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication

Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

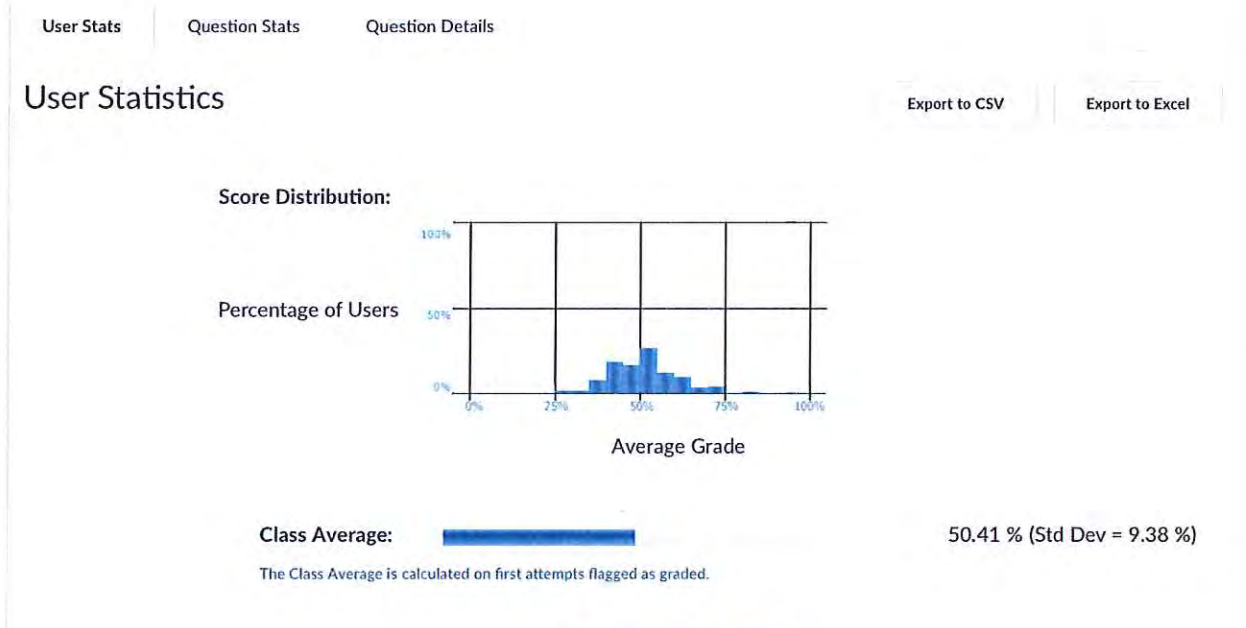
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

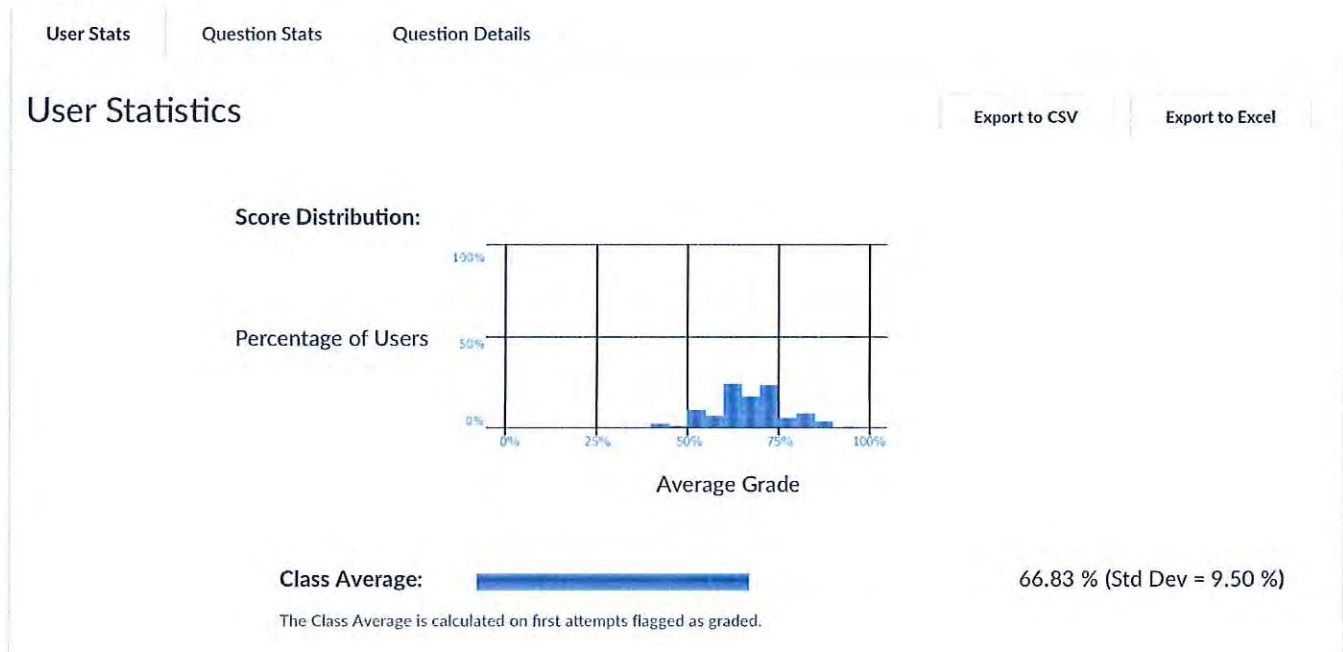
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Science
Multimedia Journalism



School of Media & Strategic Communication
Multimedia Journalism – Bachelor of Science
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 16

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:	50 percent
Average score for MMJ – BS students who took the pretest	21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):	28 percent
Average score on questions 31-40 (ethics):	62 percent

Posttest:

Average score for all SMSC students who took the posttest:	67 percent
Average score for MMJ-BS students who took the posttest:	35 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:	55 percent
The average score on questions 31-40	75 percent

Senior Exits:

The average for Learning Outcome #1:	5 out of 5
--------------------------------------	------------

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.7 out of 5, which achieves the goal.

Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.7 out of 5, Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. \ |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits: Goal achieved 4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
 - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
 - *if the student's work reflected looking beyond the obvious (Excel Column F)*
 - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 6.2 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.8 out of 5 Goal achieved

Internal Portfolio Reviews: 4 out of 5 No goal set during first year

Internship Evaluations: 6.2 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	15
Spring 2018 Post Test:	8
Senior Exits:	4
Total:	27

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.5 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)
2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.
2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.9 out of 5)
Internal portfolio reviews: No goal – new in 2018
Internship Evaluations: Score better than 2017 (2017 average was 6.2)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.93 out of 5 – Goal achieved

Internal portfolio reviews: 4 out of 5 - No goal set

Internship Evaluations: 6.2 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com

Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.8 out of 5)

Internal Portfolio Reviews: No goal set in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.6)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 3.4 out of 5 – goal not achieved

Internal Portfolio Reviews: 4 out of 5 – no goal set

Internship Supervisor Reviews: 6.2 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4+ or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 3.75 out of 5 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

MMJ faculty need to address this Learning Outcome in appropriate classes. Seniors scored this as the lowest Learning Outcome

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

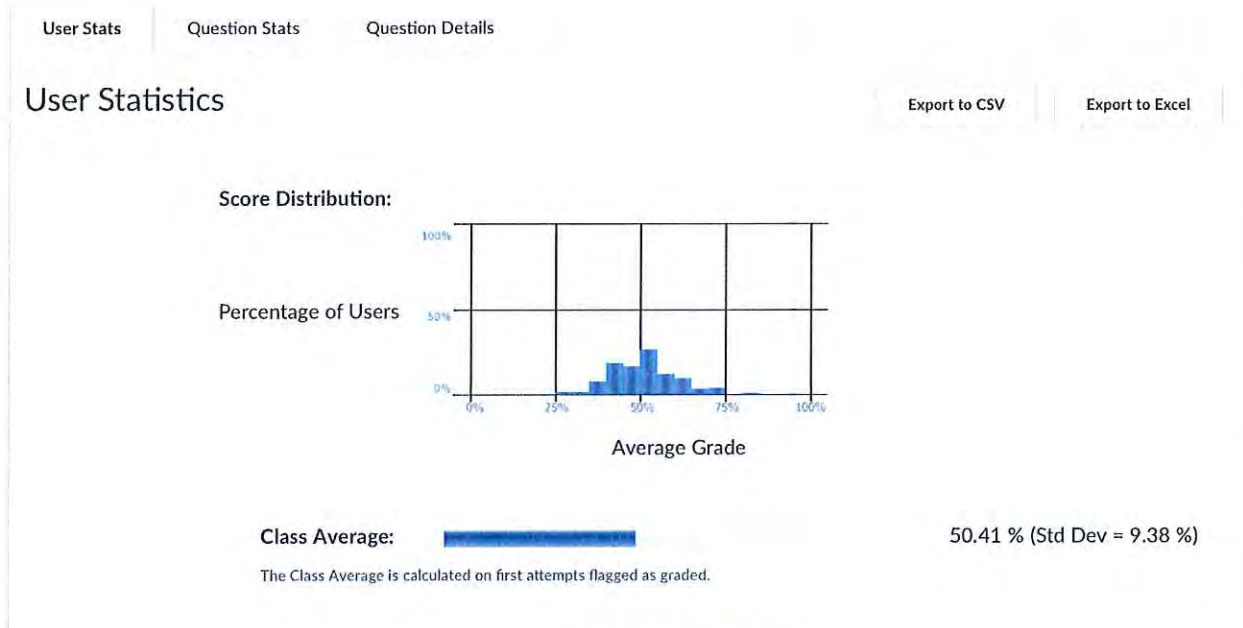
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

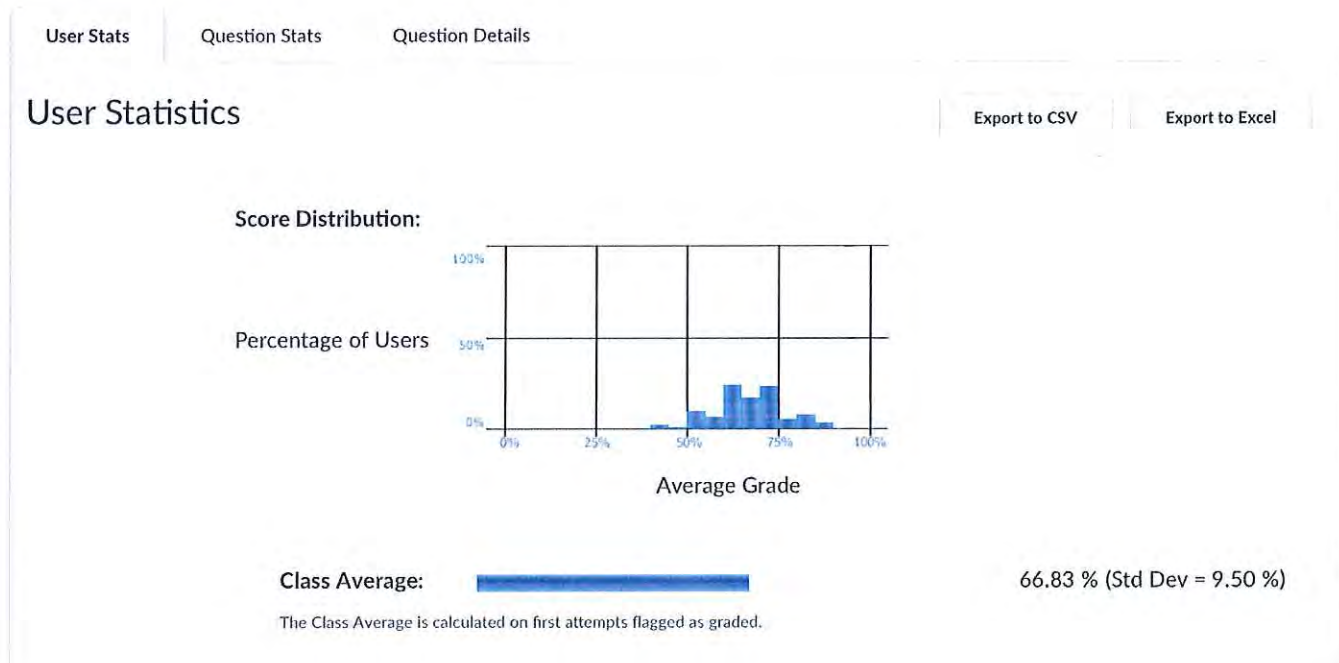
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Arts
Strategic Communication



School of Media & Strategic Communication
Strategic Communications – Bachelor of Arts
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 82

Number of students graduated in 2017-2018: 32

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest: 50 percent

Average score for SC – BA students who took the pretest 20 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law): 28 percent

Average score on questions 31-40 (ethics): 62 percent

Posttest:

Average score for all SMSC students who took the posttest: 67 percent

Average score for SC-BA students who took the posttest: 31 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: 55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1: 4.7 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale:

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4.2+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.6 out of 5, which achieves the faculty goal.

Senior students "strongly agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. No weaknesses discovered.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.6 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. \ |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome?

☒ Yes

☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated this outcome: 4.2 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history, social roles and diversity.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
 - if the student was able to craft innovative solutions to difficult problems (Excel Column E)
 - if the student's work reflected looking beyond the obvious (Excel Column F)
 - if the student had the ability to effectively communicate complex ideas (Excel Column G)
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internship Evaluations: Score better than 2017 (2017 average was 6.7 out of 7)

Internal Portfolio Review: First year – no goal

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 4 out of 5 Goal achieved

Internal Portfolio Reviews: 4.1 out of 5 No goal set during first year

Internship Evaluations: 6.8 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017.

The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving throughout the entire curriculum should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	24
Spring 2018 Post Test:	18
Senior Exits:	5
Total:	47

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked this learning outcome as 4.6 out of 5. Goal achieved.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low.

Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts of mass communications.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)
2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.
2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.91 out of 5 – Goal achieved
Internal portfolio reviews: 3.91 out of 5 - No goal set
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.6 out of 5)

Internal Portfolio Reviews: No goal set in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 4.3 out of 5

Internal Portfolio Reviews: 3.8 out of 5

Internship Supervisor Reviews: 6.8 out of 7

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4.4 out of 5 (2017 score)

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.8 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

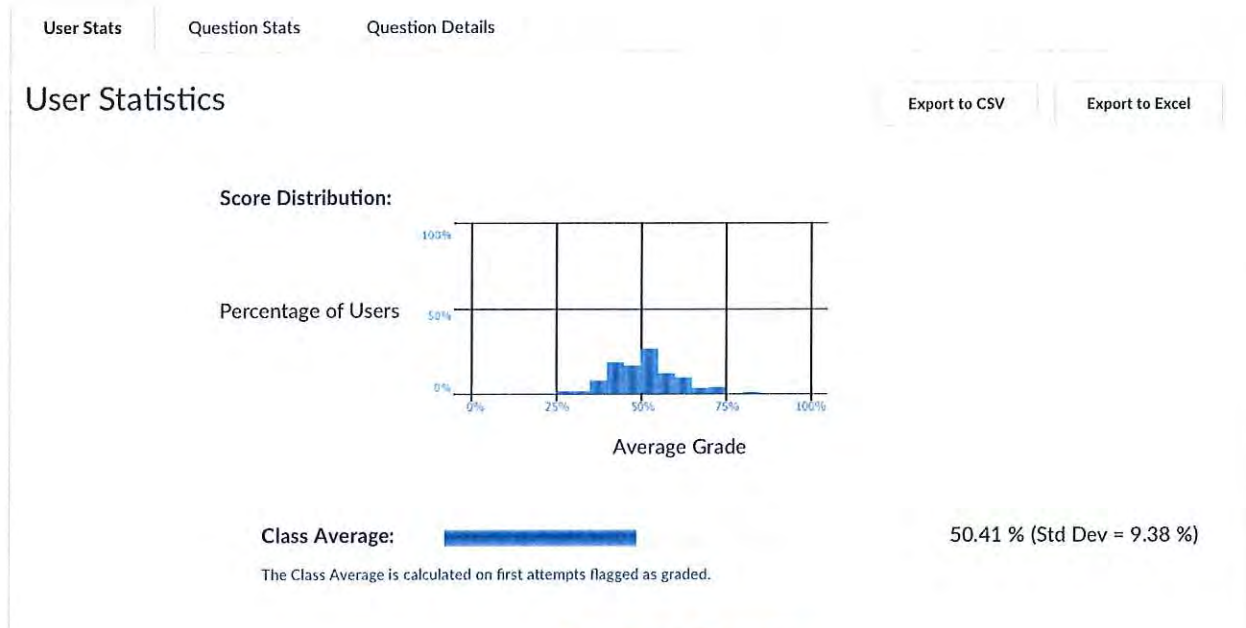
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

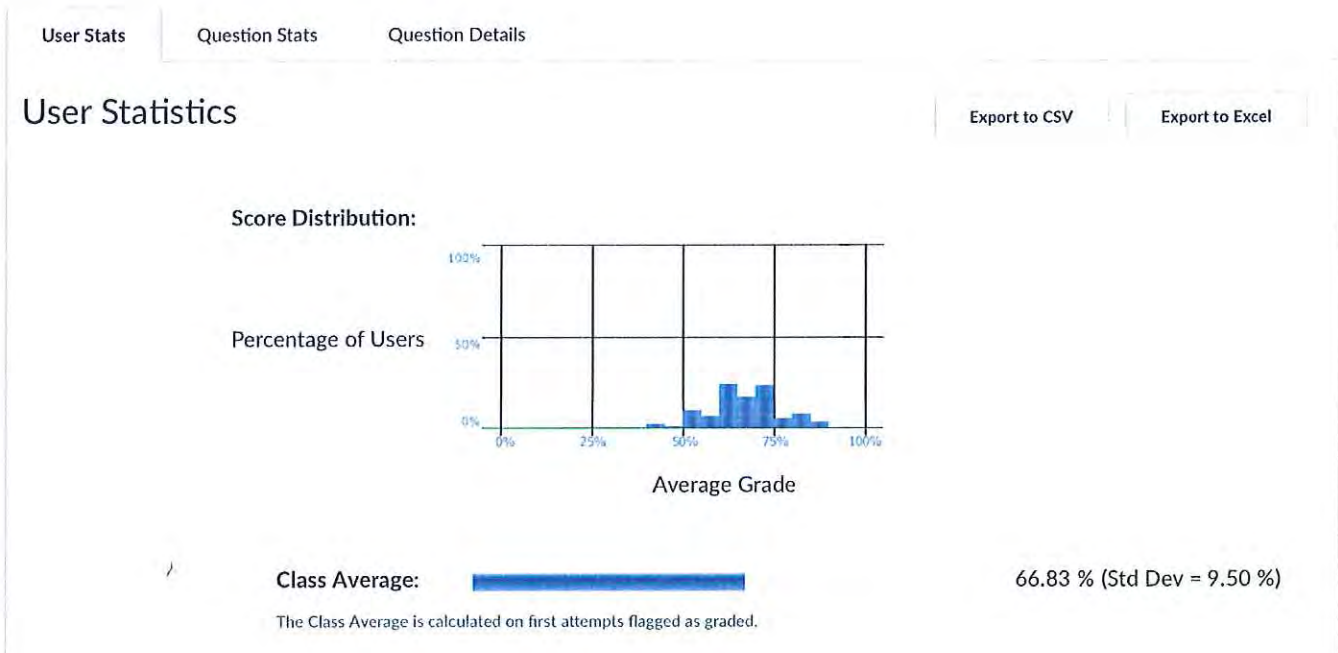
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Science
Strategic Communication



School of Media & Strategic Communication
Strategic Communications – Bachelor of Science
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 196

Number of students graduated in 2017-2018: 63

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test; 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest: 50 percent

Average score for SC – BS students who took the pretest 21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law): 28 percent

Average score on questions 31-40 (ethics): 62 percent

Posttest:

Average score for all SMSC students who took the posttest: 67 percent

Average score for SC – BS students who took the pretest 32 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: 55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1: 4.7 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. The post scores were lower than expected. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale:

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4.2+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Senior Exits: Learning Outcome #2 received a rating of 4.6 out of 5, which achieves the faculty goal.

Senior students "strongly agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. No weaknesses discovered.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.6 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. \ |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated this outcome: 4.2 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Goal achieved. Seniors are comfortable with their knowledge of mass communication history and social role of mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
 - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
 - *if the student's work reflected looking beyond the obvious (Excel Column F)*
 - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.66 out of 5)

Internship Evaluations: Score better than 2017 (2017 average was 6.7 out of 7)

Internal Portfolio Review: First year – no goal

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 4 out of 5 Goal achieved

Internal Portfolio Reviews: 4.1 out of 5 No goal set during first year

Internship Evaluations: 6.8 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Portfolios: Students are better than average at problem solving and critical thinking. Scores increased from 2017.

The major needs to do a better job helping students analyze complex situations. Although their ability to communicate complex situations is better, more rigor in complex problem-solving should be introduced. Perhaps it's a generational thing as the rise of social media has made it convenient to glide across information without proper in-depth analysis. However, it is important for SMSC students to understand the ramifications of complex problems and the art of finding purposeful solutions.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	55
Spring 2018 Post Test:	46
Senior Exits:	5
Total:	106

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked this learning outcome as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled from the pre to post test, which indicates a positive learning curve. However, scores are still low.

Recommendations: SMSC should add two more questions to better assess mass communication history, diversity in mass communication and the importance of a free press in a democratic society.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal.

Senior students "strongly agree" they understand and have learned a lot about the relevant theories and concepts in mass communications.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

- 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)
- Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.
- Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.66 out of 5)
Internal portfolio reviews: No goal – new in 2018
Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.91 out of 5 – Goal achieved
Internal portfolio reviews: 3.91 out of 5 - No goal set
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.6 out of 5)

Internal Portfolio Reviews: No goal set in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 4.3 out of 5

Internal Portfolio Reviews: 3.8 out of 5

Internship Supervisor Reviews: 6.8 out of 7

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score same or better than 2017. 2017 score was 4.4 out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.8 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

- ☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

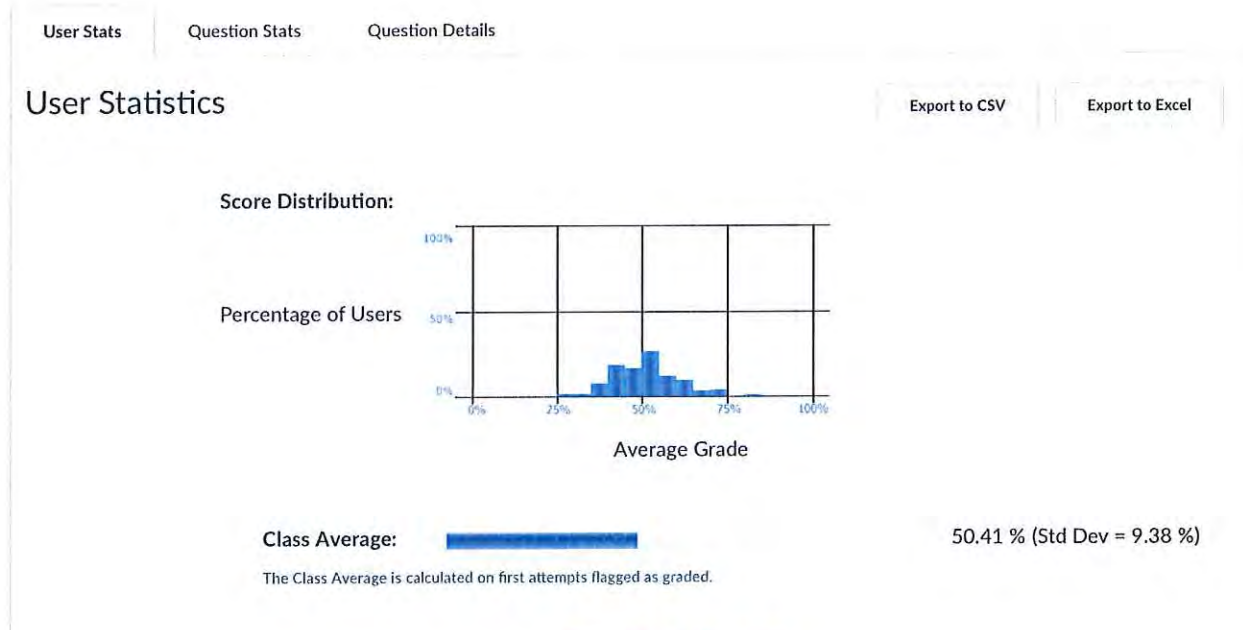
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

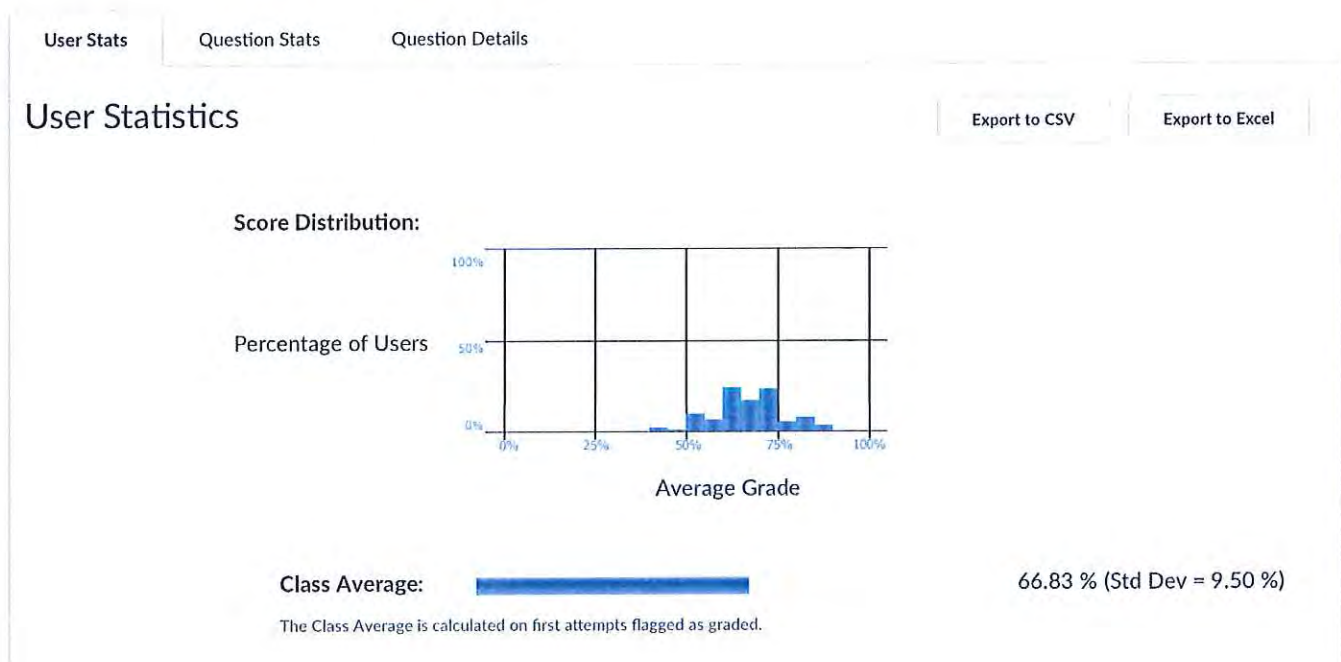
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Arts
Sports Media



School of Media & Strategic Communication
Sport Media – Bachelor of Arts
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 54

Number of students graduated in 2017-2018: 13

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Measured

Senior exits

Learning Outcomes 1, 2, 3, 5 & 8

Portfolio Assessment

Learning Outcomes 4, 6 and 7

Pre-Post Test

Learning Outcomes 1, 3, 5, 7

Internship Assessment

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest: 50 percent

Average score for SPM – BA students who took the pretest 21 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law): 28 percent

Average score on questions 31-40 (ethics): 62 percent

Posttest:

Average score for all SMSC students who took the posttest: 67 percent

Average score for SPM-BA students who took the posttest: 36 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30: 55 percent

The average score on questions 31-40 75 percent

Senior Exits:

The average for Learning Outcome #1: 4.4 out of 5

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.4 out of 5, which achieves the goal.

Senior students "agree" they have an understanding of the history and social roles in mass communications.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.4 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. \ |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated Learning Outcome #3: 4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
 - if the student was able to craft innovative solutions to difficult problems (Excel Column E)
 - if the student's work reflected looking beyond the obvious (Excel Column F)
 - if the student had the ability to effectively communicate complex ideas (Excel Column G)
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.65 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 5.8 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.3 out of 5 Goal not achieved

Internal Portfolio Reviews: 3.5 out of 5 No goal set during first year

Internship Evaluations: 6.6 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate that there was a lack of hard journalism or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the faculty goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)

2. Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews:	Score better than 2017 (2017 average was 3.77 out of 5)
Internal portfolio reviews:	No goal – new in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews: 3.91 out of 5 – Goal achieved
Internal portfolio reviews: 3.15 out of 5 - No goal set
Internship Evaluations: 6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Programs should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews:	Score better than 2017 (2017 average was 3.6 out of 5)
Internal Portfolio Reviews:	No goal set in 2018
Internship Evaluations:	Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews:	3.4 out of 5 – goal not achieved
Internal Portfolio Reviews:	3.15 out of 5
Internship Supervisor Reviews:	6.8 out of 7 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Score 4.4 or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.6 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

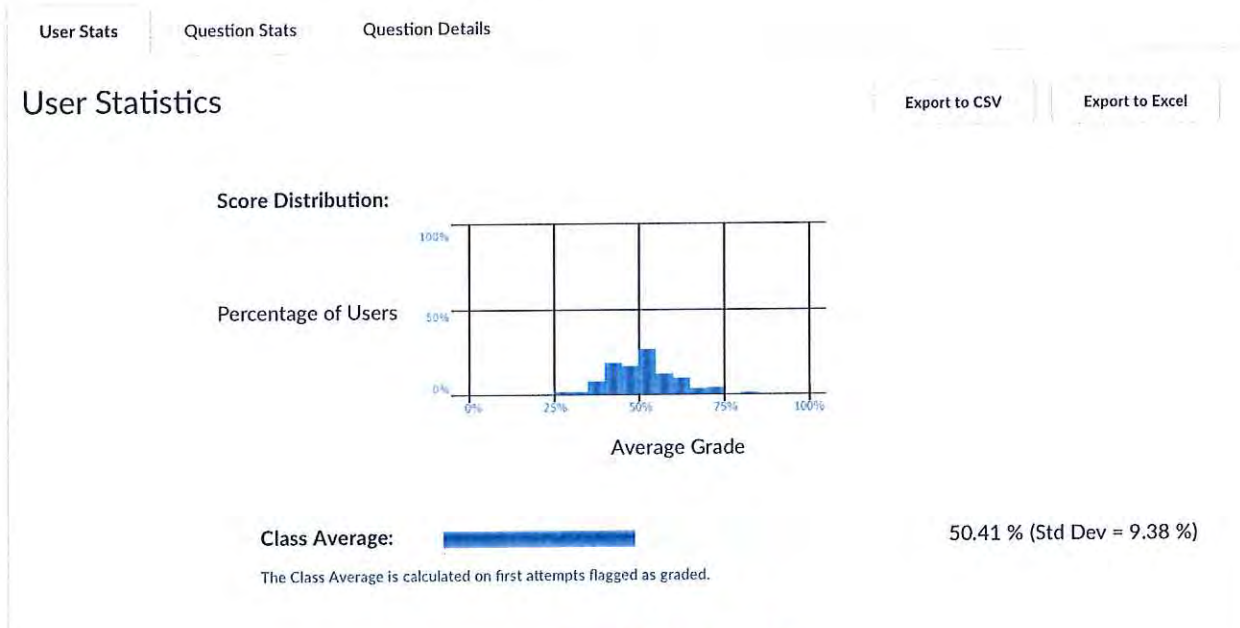
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

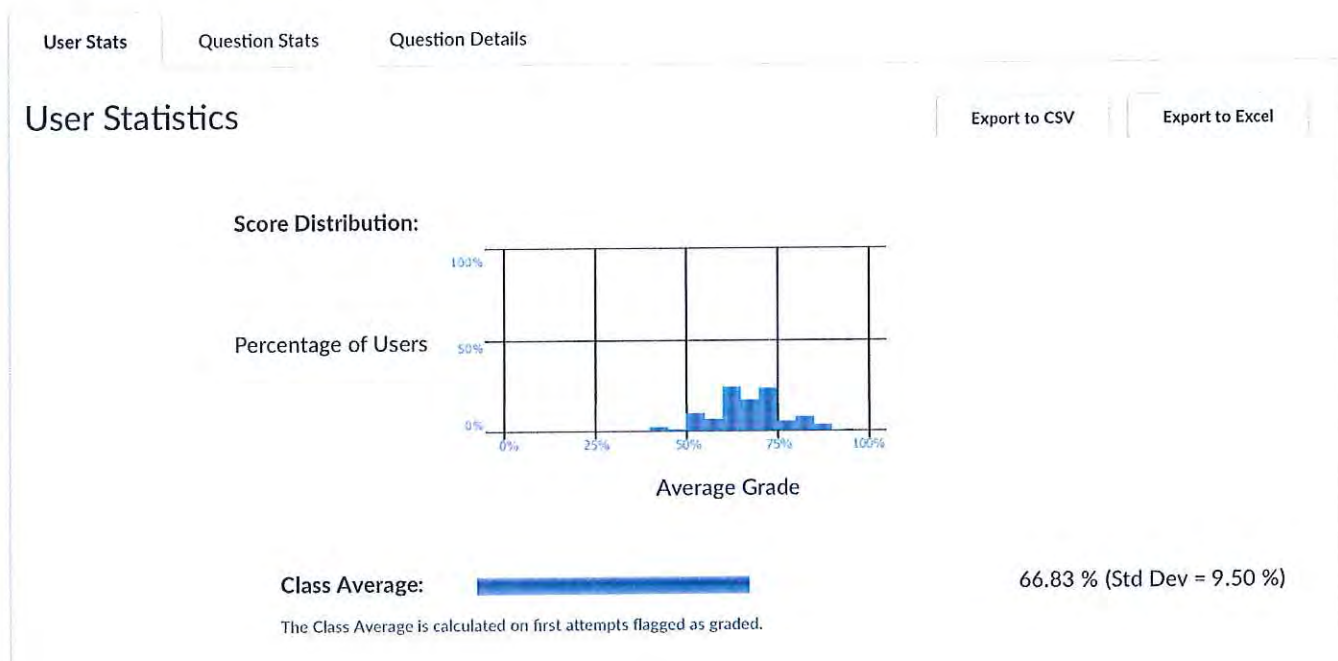
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2017 - 2018
Annual Assessment Report

Bachelor of Science
Sports Media



School of Media & Strategic Communication
Sport Media – Bachelor of Science
Assessment Report Form 2017-2018
(fall 2017, spring & summer 2018)

Date of Report: 9/1/2018

Name of Person Submitting Report: Gina Noble

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2017-2018: 98

Number of students graduated in 2017-2018: 28

B. Program Mission Statement

In the box below, provide the mission statement for the program.

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem-solving skills
- Diversity
- Leadership
- Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ YES ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

1. Funds were used to pay:
 - 15 external reviewers – all reviewers were SMSC alumni who work professionally in the field. Each assessed a random sample of five students' digital portfolios.
 - 3 internal reviewers – one faculty member from each of SMSC's three programs: strategic communications, multimedia journalism and sport media. Each assessed a random sample of students' digital portfolios.
 - Travel to Chicago to meet with two alumni working in the communications field. Both alumni served as external reviewers. Discussed best practices for professional portfolios, internship opportunities and curriculum.

The funding demonstrates OSU's commitment to annual assessment and assessment procedures, and paying reviewers for their time helps them understand the importance of their task. Reviewers spent hours studying student work and providing insightful comments, which helps SMSC faculty better understand our students' strengths and weaknesses. In turn, faculty are able to make beneficial adjustments in their course work.

D. Student Learning Outcomes

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Method

Senior exits

Portfolio Assessment

Pre-Post Test

Internship Assessment

Measured

Learning Outcomes 1, 2, 3, 5 & 8

Learning Outcomes 4, 6 and 7

Learning Outcomes 1, 3, 5, 7

Learning Outcomes 4, 6, 7

D1) Student Learning Outcome #1: *Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

Mass Communication Law and Media Ethics are required "core" courses for all SMSC students. Mass Communication Law addresses constitutional freedoms and legal issues. Ethics covers ethical principles and some constitutional freedom issues. Other classes, including Introduction to Strategic Communication, Introduction to Journalism and Media in a Diverse Society, briefly discuss legal issues, ethical issues and constitutional freedoms.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	31
Spring 2018 Post Test:	16
Senior Exits:	5
Total:	52

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in Media Style & Structure (core curriculum class) are required to take the SMSC Pre Test. All students enrolled in a senior capstone course are required to take the SMSC Post Test.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students from each of the three programs were selected. Students were interviewed in person and completed a paper survey at the end of the interview. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Pre-Post test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

- Questions 21 -30 pertain to Mass Communication Law
- Questions 31-40 pertain to Ethics

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 1.

Seniors in capstone courses (3 programs) took the exam together – the numbers below reflect the average of 191 students in SC, MMJ and SPM. Test scores could not be divided among the three programs.

Pretest:

Average score for all SMSC students who took the pretest:	50 percent
Average score for SPM – BS students who took the pretest	22 percent

Questions measuring Learning Outcome #1:

Average score on questions 21-30 (mass communication law):	28 percent
Average score on questions 31-40 (ethics):	62 percent

Posttest:

Average score for all SMSC students who took the posttest:	67 percent
Average score for SPM-BS students who took the posttest:	35 percent

Questions measuring Learning Outcome #1:

The average score on questions 21-30:	55 percent
The average score on questions 31-40	75 percent

Senior Exits:

The average for Learning Outcome #1:	4.4 out of 5
--------------------------------------	--------------

What do the results suggest about student achievement of this learning outcome?

Pre-Post test: Students did better on the posttest than on the pretest, suggesting that learning was occurring in Mass Communication Law and Ethics. However, this is the first year for the exam. Scores can be improved by replacing some questions to better reflect the learning outcome. Things to consider this year and as we move forward:

- Posttest scores on Questions 27-30 (mass communication law) were low because the material was presented during the end of the semester and possibly after the posttest was administered.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits: Goal achieved. Seniors demonstrate an appreciation for constitutional freedoms, legal issues and ethical principles in mass communication.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D2) Student Learning Outcome #2: *Students will demonstrate an understanding of the relevance of human diversity in mass communications:*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is covered in all multimedia journalism curricula, including but not limited to data journalism, reporting and media management.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Senior Exit Interview & Survey: Academic advisers emailed SPM graduating seniors asking for participation. The first five to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the Learning Outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No
Goal: receive a rating of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 2.

Senior Exits: Learning Outcome #2 received a rating of 4.4 out of 5.

What do the results suggest about student achievement of this learning outcome?

Goal Achieved. 4.4 out of 5. Seniors agree they understand the relevance of human diversity in mass communications.

Timeline for the Assessment

☒ Each Semester ☐ Yearly ☐ Every other year

D3) Student Learning Outcome #3: *Students will demonstrate respect for the history and social role of mass communications.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Mass Communication Law and Media Ethics. All of the courses include curricula on the history and social role of mass communications.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Test: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. \ |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace.

Senior Exit Survey: Students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 3.

Pretest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 59 percent

Posttest:

Questions measuring Learning Outcome #3:

History & Social Role questions - #41-50 55 percent

Senior Exits

Seniors rated Learning Outcome #3: 4 / 5

What do the results suggest about student achievement of this learning outcome?

Posttest: Scores on the post-test were lower than the pretest. Faculty need to revise a few "Media in a Diverse Society" pre-post questions to better assess students' understanding of history of mass communication and the importance of a free press in a democratic society. Remove the trivia questions and replace them with history, social roles of mass communication and diversity in mass communication. Things to consider:

- Students who take the pretest have recently completed the class or are enrolled in the class at the same time as the pretest.
- Seniors taking the posttest may not recall the information because most took "Media in a Diverse Society" during their first year.
- Students were not rewarded (grades or points) for taking the test. It is possible some students in the posttest did not give full effort.

Senior Exits:

Seniors are comfortable with their knowledge of mass communication history and social roles.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D4) Student Learning Outcome #4: *Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts.

Courses would include:

- MC 2003 - Media Style & Structure
- MC 2023 – Electronic Reporting
- SC 3353 - Persuasive Writing
- SC 3363 – Graphic Design
- SC 3463 – Event Planning
- SC 3953 – Research Methods
- SC 4493 – Advanced PR Writing
- SC 4843 – Campaigns

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

1. 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
2. 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

1. Portfolio assessment survey: Learning Outcome #4 assessed by external reviewers in four categories:
 - *if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)*
 - *if the student was able to craft innovative solutions to difficult problems (Excel Column E)*
 - *if the student's work reflected looking beyond the obvious (Excel Column F)*
 - *if the student had the ability to effectively communicate complex ideas (Excel Column G)*
2. External reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #4 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☒ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.65 out of 5)

Internal Portfolio Review: First year – no goal

Internship Evaluations: Score better than 2017 (2017 average was 5.8 out of 7)

Provide a summary of the results from the assessment of Learning Outcome 4.

External Portfolio Reviews: 3.6 out of 5 Goal achieved

Internal Portfolio Reviews: 3.5 out of 5 No goal set during first year

Internship Evaluations: 6.6 out of 7 Goal achieved

What do the results suggest about student achievement of this learning outcome?

Results indicate there is room for improvement. Perhaps there is a lack of hard journalism stories or in-depth reporting in the portfolios. Additional hard-hitting/in-depth stories are required in the capstone class. Suggestions include a non-sport news story and perhaps one story that includes an FOIA filing.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D5) Student Learning Outcome #5: *Students will demonstrate an understanding of the relevant theories and concepts of mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.

How many students were included in the assessment of this outcome?

Fall 2017 & Spring 2018 Pre Test:	19
Spring 2018 Post Test:	11
Senior Exits:	5
Total:	35

How were students selected to participate in the assessment of this outcome?

Pre-Post Exam: All students enrolled in MC 2003 - Media Style & Structure - took an online pretest in Brightspace during the first few weeks of the semester. All students enrolled in SC 4843, SPM 4883 and MMJ 4973 (capstone courses) took an online posttest in Brightspace during the final few weeks of the semester.

Senior Exit Survey: Academic advisers emailed all graduating seniors asking for participation. The first five students (from each program) to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Pre-Post Test: Online test administered during class in Brightspace

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a survey that included a ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

No for pre-post test: 2018 was the first year to pre-and-post test.

Yes for Senior Exits Goal: receive a score of 4+ out of 5

Provide a summary of the results from the assessment of Learning Outcome 5.

One question (#21) on the pre-post test measured an understanding of the theory.

Pretest – 21 percent answered correctly

Posttest – 42 percent answered correctly

Seniors ranked Learning Outcome #5 as 4.6 out of 5.

What do the results suggest about student achievement of this learning outcome?

Posttest: Students' scores doubled on this question (from pre to posttest), which indicates a positive learning curve of relative mass communication theories. However, scores are still low. Recommendation: SMSC faculty should include more mass communication theory in classes.

Senior Exits:

Senior Exits: Learning Outcome #5 received a rating of 4.6 out of 5, which achieves the goal.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D6) Student Learning Outcome #6: *Students will demonstrate an understanding of the methods and techniques of research and information gathering.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take a course in Research Methods. All students are required to use research and data in their capstone project. Students must also demonstrate research skills when collecting data for writing courses.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	5
Total:	10

How were students selected to participate in the assessment of this outcome?

- 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
- 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

- Portfolio assessment survey: Learning Outcome #6 assessed by external reviewers in four categories:
 - if the student's work reflected the ability gather information (Excel Column H)
 - if the student used creativity to gather information (Excel Column I)
 - if the student's work used multiple methods & sources to research (Excel Column J)
 - if the student had the ability communicate how information was gathered (Excel Column K)

- Internal and external reviewers each reviewed five portfolios. Reviewers received two links:
 - link to a student portfolio
 - link to an online survey.

2. Internship Evaluation assessment survey, Learning Outcome #6 was assessed in one category: critical, creative and independent thinking. Internship Supervisors were asked to assess the student's work and rate the work on a seven-point-scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External portfolio reviews: Score better than 2017 (2017 average was 3.7 out of 5)

Internal portfolio reviews: No goal – new in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 6.

External portfolio reviews:	3.7 out of 5 – Goal achieved
Internal portfolio reviews:	3.15 out of 5 - No goal
Internship Evaluations:	6.8 out of 7 – Goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores increased from 2017, but there is still work to be done. Faculty should discuss student portfolios and portfolio assignments.

Timeline for the Assessment

☒ Each Semester

☒ Yearly

☐ Every other year

D7) Student Learning Outcome #7: *Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program, in this case Persuasive Writing, Copywriting and Creative Strategy, Graphic Design and Advanced Public Relations Writing. In addition, strategic communications students are expected to demonstrate these skills in their capstone course by researching, developing, planning and writing a strategic communications campaign book.

How many students were included in the assessment of this outcome?

1. Students included in the portfolio assessment by external reviewers:	5
2. Students included in the internship supervisor assessment:	<u>5</u>
Total:	10

How were students selected to participate in the assessment of this outcome?

Portfolios: 5 student portfolio links were selected using the online randomizing tool, www.randomizer.com
Internships: 5 student internship evaluation forms were randomly selected (www.randomizer.com)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input checked="" type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input checked="" type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify):
Click here to specify. |
| <input type="checkbox"/> Oral presentation | <input checked="" type="checkbox"/> Internship | |
| <input type="checkbox"/> Course project | <input type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Portfolios: External portfolio reviewers assess if the students' work showed evidence of the ability to effectively and clearly, (column L), ability to craft interesting messages (column M), ability to write across media platforms (column N), ability to communicate with diverse audiences (column O)

Internships: Internship supervisors provide an overall assessment of this learning outcome via survey.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

External Portfolio Reviews: Score better than 2017 (2017 average was 3.6 out of 5)

Internal Portfolio Reviews: No goal set in 2018

Internship Evaluations: Score better than 2017 (2017 average was 6.7)

Provide a summary of the results from the assessment of Learning Outcome 7.

External Portfolio Reviews: 3.5 out of 5 – goal not achieved

Internal Portfolio Reviews: 3 out of 5

Internship Supervisor Reviews: 6.6 out of 7 – goal not achieved

What do the results suggest about student achievement of this learning outcome?

Scores have increased the past two years, which demonstrates a concerted effort to help students develop effective digital portfolios. To continue this trend, faculty must focus on portfolio items and portfolio reviews prior to graduation. Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms and to diverse audiences. Faculty need to do more portfolio reviews and meet with industry leaders to understand best practices.

Timeline for the Assessment:

☒ Each Semester

☒ Yearly

☐ Every other year

D8) Student Learning Outcome #8: *Students will demonstrate an understanding of relevant planning and management methods in mass communication.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

The following courses offer curriculum that emphasize the importance of relevant planning and management methods in mass communications, more specifically strategic communications: Persuasive Writing, SC Management & Strategies, Advertising Copywriting, Media & Markets, Advanced PR Writing and SC Campaigns.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Academic advisers emailed all graduating seniors asking for participation. The first five strategic communication students to respond were selected. Students were interviewed in person and completed a paper survey. Students were asked to rate the level of understanding of the learning outcome.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | Click here to specify. |
| <input type="checkbox"/> Course project | <input checked="" type="checkbox"/> Interviews | |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe how the assessment method was implemented, administered, and/or conducted.

Senior Exit Interview & Survey: Five students met with the associate director and talked about the program and the Learning Outcomes. After the interview, students completed a Learning Outcome survey that included the following ratings scale.

Did your department/program faculty have a goal set for this learning outcome? ☒ Yes ☐ No

Score 4.4 or better out of 5

Provide a summary of the results from the assessment of Learning Outcome 8.

Score was 4.6 out of 5 – goal achieved

What do the results suggest about student achievement of this learning outcome?

Scores exceeded the past two years. The School is doing a good job of presenting and incorporating planning and management concepts and relevant assignments in its curricula.

Timeline for the Assessment

- ☒ Yearly ☐ Every other year

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall, all SMSC programs achieved positive results in the 2017-2018 assessment. Data collected from students, faculty, alumni, and external reviewers proves SMSC is successfully educating students and achieving positive results in the assessment of its eight Learning Outcomes.

A faculty assessment committee reviewed the results. The committee agrees the pre-posttest should be altered to include questions that better assess all learning outcomes. No questions focused on diversity or mass communication's social role. New questions should focus on mass communication theory, history, diversity and its social role in a democratic society. Questions that are perceived as trivia should be eliminated.

The committee agrees faculty should create a plan to improve portfolio external review scores across all programs.

The committee recommends reviewing each assessment method and restructuring the senior exit survey before the next assessment cycle.

The committee recommends better assessment methods for Learning Outcomes #2 and #8. Each is measured by Senior Exit interview. The Faculty Assessment Committee questioned the validity of the method. The survey used must be changed to reflect all Learning Outcomes, and the survey should be offered digitally to all seniors.

No changes recommended for internship assessment.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The Faculty Assessment Committee (area heads from SC, MMJ and SPM) reviewed three of the four assessment methods and will make suggestions / changes to the next round of assessment after meeting with entire faculty.

Describe the process for sharing and discussing assessment results with program faculty.

All faculty members will receive a copy before the September faculty meeting. Each program will meet to review and make recommendations.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

No changes to program.

However, faculty members should review curriculum to ensure mass communication theory, mass communication's social role, mass communication history and mass communication diversity are covered across classes and questions on the exam match what is being taught across multiple sections. The committee will send a written report to the assessment coordinator.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

The pre-posttest will be changed to include questions focusing on mass communication theory, history, diversity and its social role in a democratic society. Questions perceived as trivia will be eliminated.

The pre-posttest should measure students' scores across programs. Currently, the test data cannot be assessed by program. Changes will be made to the testing process.

Portfolio improvement will be discussed in faculty and program meetings. Each program will create a plan to improve portfolio content.

Recommended changes by the Faculty Assessment Committee will be made to Senior Exit survey.

Internal reviewers will meet with program faculty to report portfolio assessment findings and discuss methods to improve portfolio content.

The Faculty Assessment Committee will review and make recommended changes (if needed) for each assessment method.

Internship data should be collected digitally. Changes will be made to internship supervisor evaluation reporting methods.

All faculty should include Learning Outcomes that apply to their course in their syllabuses.

Describe the process for implementing these changes/planned program improvements.

Associate director will work with the director and Faculty Assessment Committee to review and/or implement changes in assessment methods. Changes will be discussed during faculty and program meetings.

H. Assessment Tools

Senior Exit Survey

1. Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
2. Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communication?
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
3. Learning Outcome #3: Students will demonstrate respect for the history and social role of mass communications
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
4. Learning outcome #5 – Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1
5. Learning outcome #8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication
 - Strongly agree - 5
 - Agree - 4
 - Neutral - 3
 - Disagree - 2
 - Strongly disagree – 1

Internship Supervisor Learning Outcome Evaluation

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Internal & External Portfolio Review Survey

What is your name?

Your answer

What is the name of the student whose portfolio you are analyzing?

Your answer

Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

The ability to analyze complex situations accurately.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to craft innovative solutions to difficult problems.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to look beyond what is obvious and understand what lies beneath the surface.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate complex ideas and make them understandable.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to gather information effectively and completely.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of initiative and creativity in information gathering.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to use multiple methods and sources to research information.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate how information was gathered.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Learning Outcome 7

Learning Outcome 6: Demonstrate appropriate writing, editing and production techniques in mass communication.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions:

Evidence of the ability to write clearly, without errors in grammar or construction.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

Evidence of the ability to craft language for interesting and effective communication.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to write across platforms effectively.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

The ability to effectively communicate to a wide and diverse audience.

- 1 No or poor representation of learning outcome.
- 2 Somewhat poor representation of learning outcome.
- 3 Average representation of learning outcome.
- 4 Good representation of learning outcome.
- 5 Outstanding representation of learning outcome.

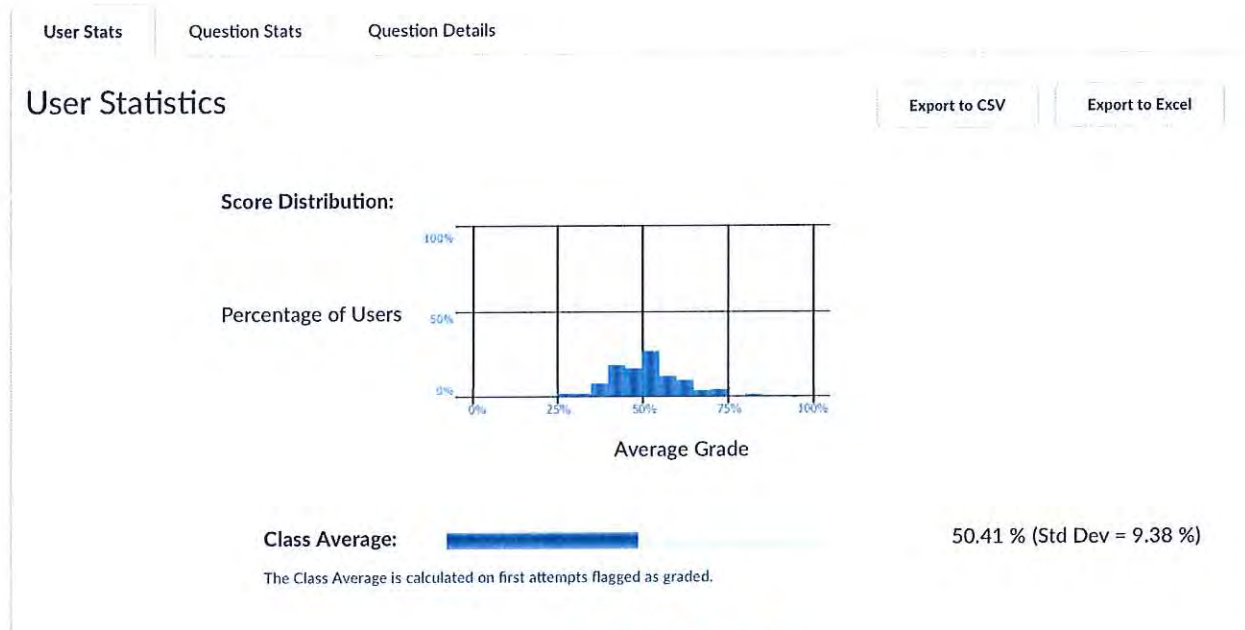
Conclusion

The portfolio is professional and will help the student find employment after graduation

- 5 Strongly Agree.
- 4 Agree.
- 3 Neither agree nor disagree.
- 2 Disagree.
- 1 Strongly Disagree.

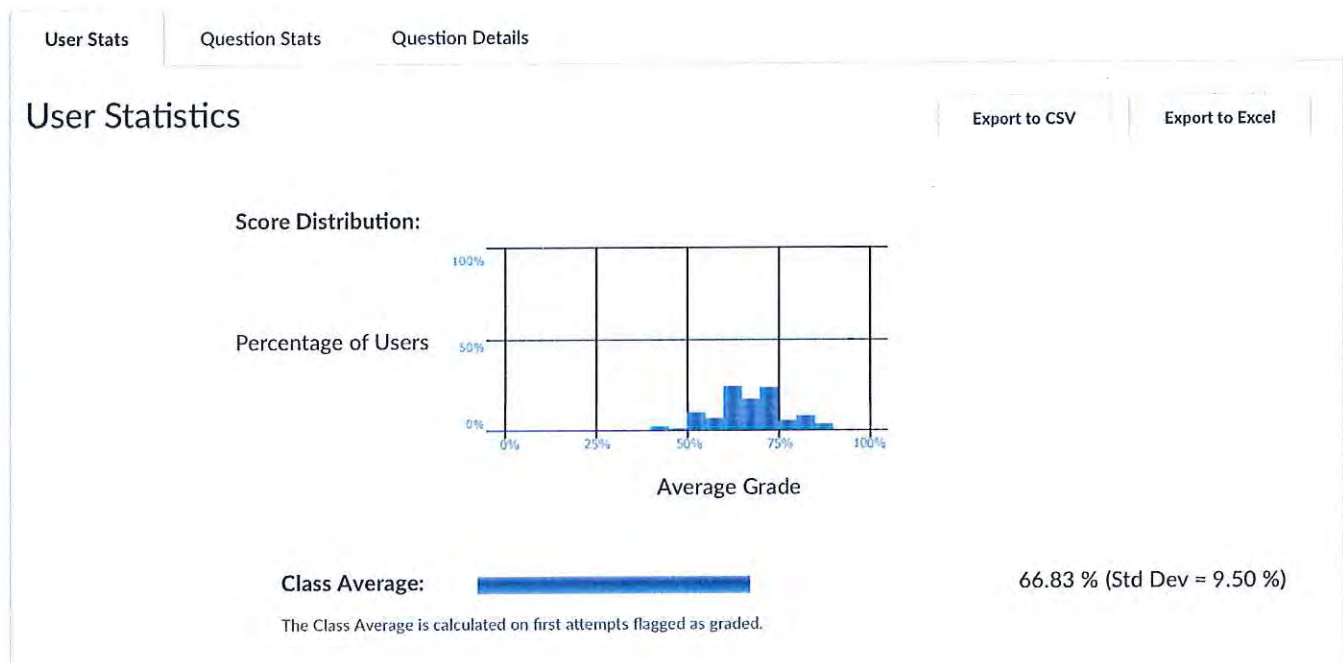
Pretest Results

View Statistics - SMSC Pre-Curriculum Pretest ▾



Posttest Results

View Statistics - SMSC Post Assessment Test Spring 2018 ▾



2018 – 2019
Annual Assessment Report

Bachelor of Arts
Sports Media

Program Information Report



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 30

Total Number of Students Graduated: 11

Number of Student Graduates from Stillwater Campus: 11

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Overall, sports media students demonstrated an understanding of the Learning Objectives, demonstrated a good representation of critical, creative and independent thinking, and demonstrated an understanding of the writing, editing and production techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding 'your major' to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In
Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
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- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey

What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Program (CAS) - SMSC - Sports Media (BA) - 479

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning and retaining information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the relevance of human diversity in mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Program (CAS) - SMSC - Sports Media (BA) - 479

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score at least 4.

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and social role of mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey

What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

1= Poor or no representation of Learning Outcome

2= Somewhat poor representation of Learning Outcome

3= Average representation of Learning Outcome

4= Good representation of Learning Outcome

5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

1 = Not Applicable

2 = Understanding Not Demonstrated

3 = Demonstrated Only Slightly

4 = Demonstrated Occasionally

5 = Demonstrated But Needs Work

6 = Demonstrated Well

7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 6.5 / 7

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors said students demonstrated their critical, creative and independent as

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors

What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.

Outcome: #5 - Relevant theories and concepts of mass communication

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Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active) * Learning Outcome Goal/Benchmark: 3.85 / 5 Goal: 4 / 5	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.	09/20/2019
Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active) * Learning Outcome Goal/Benchmark: Students were tested on one question and understood the theory	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam	09/20/2019
Supervisor Evaluation - Internship supervisor evaluation (Active) * Learning Outcome Goal/Benchmark: 5.6 / 7	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating	09/20/2019

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: selected from list of seniors using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** 6 / 7

Goal achieved:

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Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Internship supervisors agree students are adequate in research and information gathering skills

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass communications writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone

Program (CAS) - SMSC - Sports Media (BA) - 479

courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** 3.9 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.4 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning and retaining information required in the core classes. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications. Outcome Status: Active	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the history and social role of mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Planned Assessment Year: 2018 - 2019</p>	<p>Goal is to score at least 4. Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)</p> <p>Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
<p>#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p>	<p>Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <p>1) if the student's work reflected the ability to analyze complex situations</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)</p> <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 Goal is 4+ Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and</p>	<p>How were students selected to participate in the assessment of this outcome?: selected via randomizer.com What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media</p>	
		<p>Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Internship supervisors said students demonstrated their critical, creative and independent as (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>rate the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: Goal achieved: 6.5 / 7</p>	<p>How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors exit survey * Learning Outcome Goal/Benchmark: 3.85 / 5 Goal: 4 / 5</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam * Learning Outcome Goal/Benchmark: Students were tested on one question and understood the theory</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Supervisor Evaluation - Internship supervisor evaluation</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 5.6 / 7</p>	<p>in Media Style & Structure</p> <p>What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 26</p> <p>Number of Successful Students: 26</p> <p>How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for</p> <p>1) the ability to gather information effectively and competently (Excel Column H)</p> <p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel Column K)</p> <p>External reviewers reviewed five</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: selected from list of seniors using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.95 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: 6 / 7 Goal achieved:</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Internship supervisors agree students are adequate in research and information gathering skills (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13 1) evidence of the ability to write clearly and without errors (Excel Column L) 2) craft language for interesting and effective communication (Excel Column M) 3) write across platforms effectively (Excel Column N) 4) communicate to wide and diverse audiences (Excel Column O) External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome * Learning Outcome Goal/Benchmark: 3.95 / 5 Timeline for Assessment: Yearly	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass communications writing, editing and production techniques (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.	
	Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning the "core curriculum" material	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>because the pre-test scores are lower than the post-test scores (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.9 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management</p>	

Program Plans: Outcomes and Assessment Methods



Program (CAS) - SMSC - Sports Media (BA) - 479

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

Program (CAS) - SMSC - Sports Media (BA) - 479

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score at least 4.

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

Program (CAS) - SMSC - Sports Media (BA) - 479

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 6.5 / 7

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active)

*** Learning Outcome Goal/Benchmark:** 3.85 / 5

Goal: 4 / 5

Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active)

*** Learning Outcome Goal/Benchmark:** Students were tested on one question and understood the theory

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** 5.6 / 7

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** 6 / 7

Goal achieved:

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Program (CAS) - SMSC - Sports Media (BA) - 479

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.9 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

2018 – 2019
Annual Assessment Report

Bachelor of Science
Sports Media

Annual Executive Summary Report



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Overall, sports media students demonstrated an understanding of the Learning Objectives, demonstrated a good representation of critical, creative and independent thinking, and demonstrated an understanding of the writing, editing and production techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding 'your major' to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In
Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey

What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Program (CAS) - SMSC - Sports Media (BS) - 480

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the relevance of human diversity in mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score 4+

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and social role of mass communications

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey

What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors said students demonstrated their critical, creative and independent as

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors

What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.

Outcome: #5 - Relevant theories and concepts of mass communication

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Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active) * Learning Outcome Goal/Benchmark: Goal not achieved: 3.85 Goal is 4+	
Findings	09/20/2019
Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.	
Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active) * Learning Outcome Goal/Benchmark: Students were tested on one question and understood the theory	
Findings	09/20/2019
Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam	
Supervisor Evaluation - Internship supervisor evaluation (Active) * Learning Outcome Goal/Benchmark: 5.6 / 7	
Findings	09/20/2019
Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating	

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomizer.com

What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** 5.6 / 7

Findings

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Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Internship supervisors agree students are adequate in research and information gathering skills

Number of Students Assessed: 26

Number of Successful Students: 26

How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass communications writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class

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times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** 3.95 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 7

Number of Successful Students: 7

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.4 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Results represent a good representation of the learning outcome. All faculty should emphasize constitutional freedoms as well as relevant legal issues and ethical principles in their courses (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to take an exit survey What do the findings suggest about student achievement of this learning outcome?: Graduates demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning information required in the core classes. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students have an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey What do the findings suggest about student achievement of this learning outcome?: students are learning about human diversity as they progress through the program	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications. Outcome Status: Active	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome Goal/Benchmark: Goal achieved: 4.1	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students understand the history and social role of mass communications (09/20/2019) Number of Students Assessed: 7 Number of Successful Students: 7	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Planned Assessment Year: 2018 - 2019</p>	<p>Goal is to score 4+ Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were invited to participate in the survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students adequately understand the history and social role of mass communications</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)</p> <p>Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
<p>#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p>	<p>Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <p>1) If the student's work reflected the ability to analyze complex situations</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)</p> <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 Goal is 4+ Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and</p>	<p>How were students selected to participate in the assessment of this outcome?: selected via randomizer.com What do the findings suggest about student achievement of this learning outcome?: Student portfolios demonstrated a good representation of critical, creative and independent thinking as they relate to the field of sports media</p>	
		<p>Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Internship supervisors said students demonstrated their critical, creative and independent as (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>rate the work on a 7-point-scale.</p> <p>1 = Not Applicable</p> <p>2 = Understanding Not Demonstrated</p> <p>3 = Demonstrated Only Slightly</p> <p>4 = Demonstrated Occasionally</p> <p>5 = Demonstrated But Needs Work</p> <p>6 = Demonstrated Well</p> <p>7 = Expertly Demonstrated</p>	<p>How were students selected to participate in the assessment of this outcome?: Students earning internship credit must be evaluated by supervisors</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are skilled in critical, creative and independent thinking.</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors exit survey</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal not achieved: 3.85</p> <p>Goal is 4+</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students felt their coursework adequately required them to demonstrate knowledge of relevant theories and concepts of mass communication (09/20/2019)</p> <p>Number of Students Assessed: 7</p> <p>Number of Successful Students: 7</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: While students felt positive about theories in their coursework, they need more exposure to theory. It is recommended that each sequence and the entire faculty discuss important theories to highlight in multiple classes.</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students were tested on one question and understood the theory</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>While students are proficient in identifying theories, more theory questions recommended, and faculty should select theories to be highlighted in multiple sequence classes. One question in the pre-post exam deals with theory. (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure</p> <p>What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Supervisor Evaluation - Internship supervisor evaluation * Learning Outcome Goal/Benchmark: 5.6 / 7	to be used in subsequent classes / more questions written for theory on pre-post exam Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) While the Internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure - many mark it as NA instead of giving a rating	
#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1) the ability to gather information effectively and competently (Excel Column H) 2) initiative and creativity in information gathering (Excel Column I) 3) use multiple methods and sources for research (Excel Column J) 4) to effectively communicate how the information was gathered (Excel Column K) External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Student portfolios demonstrated an average to good representation of understanding of the methods and techniques used to gather information (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: randomizer.com What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.95 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: 5.6 / 7</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Internship supervisors agree students are adequate in research and information gathering skills (09/20/2019) Number of Students Assessed: 26 Number of Successful Students: 26 How were students selected to participate in the assessment of this outcome?: credit internships must have supervisor evaluations What do the findings suggest about student achievement of this learning outcome?: Students are adequate in research and information gathering skills, but there's always room for improvement.</p>	
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Reviewers determined that student portfolios were generally good in demonstrating an understanding of mass</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>writing, editing and production techniques of mass communication specialties</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>13</p> <p>1) evidence of the ability to write clearly and without errors (Excel Column L)</p> <p>2) craft language for interesting and effective communication (Excel Column M)</p> <p>3) write across platforms effectively (Excel Column N)</p> <p>4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 3.95 / 5</p> <p>Timeline for Assessment: Yearly</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in</p>	<p>communications writing, editing and production techniques (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.</p>	
		<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.95 / 5</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 7</p> <p>Number of Successful Students: 7</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are adequate in their skills and knowledge of planning and management</p>	

Program Plans: Outcomes and Assessment Methods



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.4

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

Program (CAS) - SMSC - Sports Media (BS) - 480

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.1

Goal is to score 4+

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

Program (CAS) - SMSC - Sports Media (BS) - 480

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Goal is 4+

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors exit survey (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved: 3.85

Goal is 4+

Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active)

*** Learning Outcome Goal/Benchmark:** Students were tested on one question and understood the theory

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** 5.6 / 7

Outcome: #6 - Methods and techniques of research and information

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gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** 5.6 / 7

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)

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- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.95 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Program Information Report



Program (CAS) - SMSC - Sports Media (BS) - 480

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning.

Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 96

Total Number of Students Graduated: 26

Number of Student Graduates from Stillwater Campus: 26

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

2018 – 2019
Annual Assessment Report

Bachelor of Arts
Multimedia Journalism

Program Information Report



Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 35

Total Number of Students Graduated: 6

Number of Student Graduates from Stillwater Campus: 6

Were university assessment funds used by the department/program for assessment activities?: Yes

Number of Student Graduates from Tulsa Campus: 0

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.3

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/16/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results indicate a good representation of the learning outcome

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning as they progress through the program.

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: graduating seniors required to take the exam in capstone class

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they have learned through classes and have an understanding of the relevance of human diversity

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

Timeline for Assessment: annually.

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Seniors agree they have learned about and have a respect for the history and social role of mass communications

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: online survey offered to all graduating seniors

What do the findings suggest about student achievement of this learning outcome?: students have a good understanding of the diversity issues in mass communication

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning as they progress through the program, and the questions on the test need to better reflect the subject matter of core courses.

Number of Students Assessed: 20

Number of Successful Students: 16

How were students selected to participate in the assessment of this outcome?: all students are required to take the post test in their capstone class

What do the findings suggest about student achievement of this learning outcome?: Students are learning...but better testing / test questions are needed

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** 3.85 / 5

Timeline for Assessment: Yearly

Findings

09/16/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated proficiency in critical, creative and independent thinking

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** XX

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all credit internships require supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications

Outcome: #5 - Relevant theories and concepts of mass communication

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Senior Exit Survey (Active)

* Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum

Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active)

* Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory

Timeline for Assessment: annually

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure

What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam

Supervisor Evaluation - Internship supervisor evaluation (Active)

* Learning Outcome Goal/Benchmark: xx

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 2 - Meets Minimum Program Expectations (Developing)

While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured?

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all students earning internship credit are required to receive an internship supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.75

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an understanding of the methods and techniques of research and information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

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Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an adequate understanding of the methods and techniques of research and information gathering.

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.9

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students adequately demonstrated an understanding of writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone

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courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:**

Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: students are learning, but some information seems to be forgotten between sophomore and senior year

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.7

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: students agree they understand the relevant planning and management methods

Program Plan and Findings: Four Column Layout



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.3 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results indicate a good representation of the learning outcome (09/16/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program. (09/16/2019) Number of Students Assessed: 120 Number of Successful Students: 120 How were students selected to participate in the assessment of this outcome?: graduating seniors required to take the exam in capstone class What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students agree they have learned through classes and have an understanding of the relevance of human diversity (09/16/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications.	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Seniors agree they have learned about and have a respect for the history and social role of mass communications (09/16/2019)	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Goal/Benchmark: Goal achieved: 4/5 Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: online survey offered to all graduating seniors What do the findings suggest about student achievement of this learning outcome?: students have a good understanding of the diversity issues in mass communication Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program, and the questions on the test need to better reflect the subject matter of core courses. (09/16/2019) Number of Students Assessed: 20 Number of Successful Students: 16 How were students selected to participate in the assessment of this outcome?: all students are required to take the post test in their capstone class What do the findings suggest about student achievement of this learning outcome?: Students are learning...but better testing / test questions are needed</p>	
<p>#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and</p>	<p>Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking)</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated proficiency in critical, creative and independent thinking (09/16/2019)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 3.85 / 5</p> <p>Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the</p>	<p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable</p> <p>2 = Understanding Not Demonstrated</p> <p>3 = Demonstrated Only Slightly</p> <p>4 = Demonstrated Occasionally</p> <p>5 = Demonstrated But Needs Work</p> <p>6 = Demonstrated Well</p> <p>7 = Expertly Demonstrated</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: XX</p>	<p>communications (09/20/2019)</p> <p>Number of Students Assessed: 13</p> <p>Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all credit internships require supervisor evaluations</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Senior Exit Survey</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 4.1 / 5</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 6</p> <p>Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Students' scores on the theory question determined students understood the theory</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure</p> <p>What do the findings suggest about student achievement</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Supervisor Evaluation - Internship supervisor evaluation * Learning Outcome Goal/Benchmark: xx	<p>of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 13</p> <p>Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for</p> <p>1) the ability to gather information effectively and competently (Excel Column H)</p> <p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel Column K)</p> <p>External reviewers reviewed five</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated an understanding of the methods and techniques of research and information gathering (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.75 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: XX</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an adequate understanding of the methods and techniques of research and information gathering. (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering</p>	
#7 - Writing, editing and production	Portfolio Review - In the External	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:</p> <p>13</p> <p>1) evidence of the ability to write clearly and without errors (Excel Column L)</p> <p>2) craft language for interesting and effective communication (Excel Column M)</p> <p>3) write across platforms effectively (Excel Column N)</p> <p>4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 3.9</p> <p>Timeline for Assessment: Yearly</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students adequately demonstrated an understanding of writing, editing and production techniques (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>scores (09/20/2019)</p> <p>Number of Students Assessed: 120 Number of Successful Students: 120</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are learning, but some information seems to be forgotten between sophomore and senior year</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.7</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 6 Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students agree they understand the relevant planning and management methods</p>	

Program Plans: Outcomes and Assessment Methods



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.3

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

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Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)

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- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.85 / 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Senior Exit Survey (Active)

* Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5

Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active)

* Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory
Timeline for Assessment: annually

Supervisor Evaluation - Internship supervisor evaluation (Active)

* Learning Outcome Goal/Benchmark: xx

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Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.75

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
2= Somewhat poor representation of Learning Outcome
3= Average representation of Learning Outcome
4= Good representation of Learning Outcome
5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** 3.9

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:**

Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** 3.7

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Annual Executive Summary Report



Program (CAS) - SMSC - Multimedia Journalism (BA) - 478

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Overall, multimedia journalism students demonstrated an understanding of the Learning Objectives, demonstrated proficiency in critical, creative and independent thinking, and demonstrated an understanding of the writing, editing, information gathering and production techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding "your major" to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In

Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

2018 – 2019
Annual Assessment Report

Bachelor of Science
Multimedia Journalism

Program Information Report



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 56

Total Number of Students Graduated: 10

Number of Student Graduates from Stillwater Campus: 10

Were university assessment funds used by the department/program for assessment activities?: Yes

Number of Student Graduates from Tulsa Campus: 0

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

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2018 - 2019

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The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

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Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.3

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results indicate a good representation of the learning outcome

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning as they progress through the program.

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: required exam for all capstone students

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results demonstrate a good representation of understanding of the relevance of human diversity in mass communications

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4/5

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Results demonstrate a good representation of students' respect for the history and social role of mass communications. All faculty should emphasize the importance of history and social role in their classes. The social role can be emphasized through in-class speakers, etc.

Number of Students Assessed: 6

Number of Successful Students: 6

How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students have a good understanding regarding the history and social role of mass communication.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included and emphasized in all or most upper-division classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and

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independent thinking) is assessed in four categories:

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.85 / 5

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated proficiency in critical, creative and independent thinking

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* Learning Outcome Goal/Benchmark: XX

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all credit internships required supervisor evaluations

What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications

Outcome: #5 - Relevant theories and concepts of mass

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communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Senior Exit Survey (Active) * Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum.	09/20/2019
Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam (Active) * Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory Timeline for Assessment: annually	
Findings Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam	09/20/2019
Supervisor Evaluation - Internship supervisor evaluation (Active) * Learning Outcome Goal/Benchmark: xx	
Findings Reporting Period: 2018 - 2019 Conclusion: 2 - Meets Minimum Program Expectations (Developing) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to	09/20/2019

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something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* Learning Outcome Goal/Benchmark: 3.75

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an understanding of the methods and techniques of research and information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

* Learning Outcome Goal/Benchmark: XX

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students demonstrated an adequate understanding of the methods and techniques of research and information gathering.

Number of Students Assessed: 13

Number of Successful Students: 13

How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
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External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

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(Active)

* Learning Outcome Goal/Benchmark: 3.9

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students adequately demonstrated an understanding of writing, editing and production techniques

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 120

Number of Successful Students: 120

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** 3.7

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey

What do the findings suggest about student achievement of this learning outcome?: Students agree they understand the relevant planning and management methods

Program Plan and Findings: Four Column Layout



Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.3 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results indicate a good representation of the learning outcome (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program. (09/20/2019) Number of Students Assessed: 120 Number of Successful Students: 120 How were students selected to participate in the assessment of this outcome?: required exam for all capstone students What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4/5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of understanding of the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications.	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of students' respect for the history and social role of mass communications. All faculty should emphasize the	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Goal/Benchmark: Goal achieved: 4/5 Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivial by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>importance of history and social role in their classes. The social role can be emphasized through in-class speakers, etc. (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students have a good understanding regarding the history and social role of mass communication.</p> <p>Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included and emphasized in all or most upper-division classes</p>	
#4 - Critical, creative and	Portfolio Review - In the portfolio	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.85 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated proficiency in critical, creative and independent thinking (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.</p> <p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: XX</p>	<p>Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 13 Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all credit internships required supervisor evaluations</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Senior Exit Survey</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 6 Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum.</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Supervisor Evaluation - Internship supervisor evaluation * Learning Outcome Goal/Benchmark: xx	<p>in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam Reporting Period: 2018 - 2019 Conclusion: 2 - Meets Minimum Program Expectations (Developing) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1) the ability to gather information effectively and competently (Excel Column H) 2) initiative and creativity in information gathering (Excel Column I) 3) use multiple methods and sources for research (Excel Column J) 4) to effectively communicate how the information was gathered (Excel Column K)</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an understanding of the methods and techniques of research and information gathering (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques of research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.75 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: XX</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an adequate understanding of the methods and techniques of research and information gathering. (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13 1) evidence of the ability to write clearly and without errors (Excel Column L) 2) craft language for interesting and effective communication (Excel Column M) 3) write across platforms effectively (Excel Column N) 4) communicate to wide and diverse audiences (Excel Column O) External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome * Learning Outcome Goal/Benchmark: 3.9 Timeline for Assessment: Yearly	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students adequately demonstrated an understanding of writing, editing and production techniques (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production	
	Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 120 Number of Successful Students: 120</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.7</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students agree they understand the relevant planning and management methods</p>	

Program Plan and Findings: Four Column Layout

Program (CAS) - SMSC - Multimedia Journalism (BS) - 477

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.3 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results indicate a good representation of the learning outcome (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer. com What do the findings suggest about student achievement of this learning outcome?: Results indicate a good representation of the learning outcome	
	Comprehensive, Certification, or	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. * Learning Outcome Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved. Timeline for Assessment: annually	Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning as they progress through the program. (09/20/2019) Number of Students Assessed: 120 Number of Successful Students: 120 How were students selected to participate in the assessment of this outcome?: required exam for all capstone students What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program.	
#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4/5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of understanding of the relevance of human diversity in mass communications (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students understand the importance of human diversity in mass communications but all faculty should continue to emphasize its importance in each class and each sequence	
#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass communications.	Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. * Learning Outcome	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Results demonstrate a good representation of students' respect for the history and social role of mass communications. All faculty should emphasize the	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Goal/Benchmark: Goal achieved: 4/5 Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>importance of history and social role in their classes. The social role can be emphasized through in-class speakers, etc. (09/20/2019) Number of Students Assessed: 6 Number of Successful Students: 6 How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey What do the findings suggest about student achievement of this learning outcome?: Students have a good understanding regarding the history and social role of mass communication. Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included and emphasized in all or most upper-division classes</p>	
#4 - Critical, creative and	Portfolio Review - In the portfolio	Reporting Period: 2018 - 2019	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>independent thinking in mass communication - Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.85 / 5 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated proficiency in critical, creative and independent thinking (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are adequately prepared in critical, creative and independent thinking, and there's always room for improvement. Improvement stems from upper-division courses requiring assignments that emphasize the importance of critical, creative and independent thinking.</p> <p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: XX</p>	<p>Supervisors rated students as proficient to advanced in critical, creative and independent thinking in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 13 Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: all credit internships required supervisor evaluations</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are proficiently skilled in critical, creative and independent thinking in mass communications</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Senior Exit Survey</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4.1 / 5</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Student results demonstrate a good representation of the understanding of relevant theories and concepts in mass communications (09/20/2019)</p> <p>Number of Students Assessed: 6 Number of Successful Students: 6</p> <p>How were students selected to participate in the assessment of this outcome?: seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students have a relevant understanding of theories and concepts in mass communications, but more theories should be added to the curriculum.</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-post core curriculum exam</p> <p>* Learning Outcome Goal/Benchmark: Students' scores on the theory question determined students understood the theory Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	Supervisor Evaluation - Internship supervisor evaluation * Learning Outcome Goal/Benchmark: xx	<p>in Media Style & Structure</p> <p>What do the findings suggest about student achievement of this learning outcome?: faculty should discuss theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 13</p> <p>Number of Successful Students: 13</p> <p>How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating. This question & measurement need to be reassessed.</p>	
#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1) the ability to gather information effectively and competently (Excel Column H) 2) initiative and creativity in information gathering (Excel Column I) 3) use multiple methods and sources for research (Excel Column J) 4) to effectively communicate how the information was gathered (Excel Column K)	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students demonstrated an understanding of the methods and techniques or research and information gathering (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: Randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrated an understanding of the methods and techniques or research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.75 Timeline for Assessment: Yearly Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: XX</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students demonstrated an adequate understanding of the methods and techniques of research and information gathering. (09/20/2019) Number of Students Assessed: 13 Number of Successful Students: 13 How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are adequately prepared in the areas of research and information gathering</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:</p> <p>13</p> <p>1) evidence of the ability to write clearly and without errors (Excel Column L)</p> <p>2) craft language for interesting and effective communication (Excel Column M)</p> <p>3) write across platforms effectively (Excel Column N)</p> <p>4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: 3.9 Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students adequately demonstrated an understanding of writing, editing and production techniques (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected from a senior list using randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students demonstrate adequate knowledge in writing, editing and production</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 120 Number of Successful Students: 120</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome Goal/Benchmark: 3.7</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 5 Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: all seniors were invited to participate in an exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students agree they understand the relevant planning and management methods</p>	

2018 – 2019
Annual Assessment Report

Bachelor of Arts
Strategic Communication

Program Information Report



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 68

Total Number of Students Graduated: 19

Number of Student Graduates from Stillwater Campus: 19

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2021

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Two of the senior exit surveys made specific comments about needing more emphasis on diversity and the ethical impact of the media. Another student mentioned that this objective came through discussion at the beginning of class, but did not emerge as part of assigned or scheduled coursework. This demonstrates that changes do need to be made to ensure students have a better understanding of the relevance of human diversity in the media and its societal impact. It should not only be discussed, but also applied as part of assignments and assessments of student learning.

Two comments were made about having more emphasis on the ethical impact of media and the role of mass comm on society. This also indicates that the curriculum should include more emphasis on the social role of mass comm/media through course

content readings, class discussions, assignments and in-class speakers. The school and student groups also can emphasize this learning outcome through the SMSC-related speakers invited to campus.

Two students mentioned that they would like to see more emphasis placed on the theories of mass communications. However, one student expressed disappointment that the classes were so heavily based on theory. Many students expressed wanting to gain more experience with application and hands-on learning of social media, digital media, SEO, analytics, and design. Based on these contradictory comments, I would say that the faculty can do a better job explaining how the relevant theories are applied to strategic communications planning and execution and greater emphasis on the application/knowledge of digital media.

In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

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In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

Overall, strategic communication students demonstrate a good to outstanding understanding of the Learning objectives, critical and creative thinking and writing and editing techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: Sequence heads, program director and associate director send results to all faculty members then discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding "your major" to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes in assessment measures other than we will have fewer external reviewers assessing each sequence because funding was cut by half this year. Our external reviewers review student portfolios, which is the most important assessment measure for our School.

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Improved Faculty Understanding or Buy-In

Goals for the Coming Year: Sequence heads will replace some pre-post test questions to better reflect core curriculum ; internship supervisor question discussed and possibly eliminated (learning outcome #5). Continued faculty buy-in and increased awareness of all assessment measures

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles

Number of Students Assessed: 34

Number of Successful Students: 34

How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey

What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

Program (CAS) - SMSC - Strategic Communication (BA) - 476

taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are confident in their learning of human diversity in mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and role of mass communication, but this is one area where measurement could be expanded.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 86

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers agree students are demonstrating critical, creative and independent thinking in mass communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking?

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication

Outcome: #5 - Relevant theories and concepts of mass

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communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Seniors Exit Survey (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Seniors agree they understand the relevant theories and concepts of mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program

Comprehensive, Certification, or Professional Exam(s) - Pre and post test (Active)

*** Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure

What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 2 - Meets Minimum Program Expectations (Developing)

While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured?

Number of Students Assessed: 41

Number of Successful Students: 41

Program (CAS) - SMSC - Strategic Communication (BA) - 476

How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...and rating students well

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers believe students have skills pertaining to information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Plus, measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work

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6 = Demonstrated Well

7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Internship supervisors agree students are well equipped with research and information gathering skills

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: Required for all credit internships

What do the findings suggest about student achievement of this learning outcome?: Students are skilled in information gathering and other research skills

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.

Program (CAS) - SMSC - Strategic Communication (BA) - 476

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Students strongly agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey

What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.6 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles (09/20/2019) Number of Students Assessed: 34 Number of Successful Students: 34 How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Pretest - Average score - 38% Posttest - Average score - 71% Goal achieved.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning information required in the core classes. (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program</p>	
<p>#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 4.3 / 5</p> <p>Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are confident in their learning of human diversity in mass communication (09/20/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program</p>	
<p>#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass</p>	<p>Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students understand the history and role of mass communication, but this is one area where measurement</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	<p>* Learning Outcome Goal/Benchmark: 4 / 5 Goal achieved. Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivial by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>could be expanded. (09/20/2019) Number of Students Assessed: 33 Number of Successful Students: 33 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program. Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/20/2019) Number of Students Assessed: 140 Number of Successful Students: 86 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and	Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking)	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) External reviewers agree students are demonstrating critical, creative and independent thinking in mass</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>is assessed in four categories:</p> <ol style="list-style-type: none"> 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D) 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E) 3) if the student's work reflected looking beyond the obvious (Excel Column F) 4) if the student had the ability to effectively communicate complex ideas (Excel Column G) <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.</p> <p>Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking? (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: The average ranking was 6.3 / 7, which exceeds the goal of 6.</p>	<p>Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication (09/20/2019)</p> <p>Number of Students Assessed: 41 Number of Successful Students: 41</p> <p>How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating Seniors Exit Survey</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 4.2 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Seniors agree they understand the relevant theories and concepts of mass communication (09/20/2019)</p> <p>Number of Students Assessed: 33 Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre and post test</p> <p>* Learning Outcome Goal/Benchmark: Posttest scores demonstrated an understanding of the mass communication theory</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories (09/20/2019)</p> <p>Number of Students Assessed: 140 Number of Successful Students: 140</p> <p>How were students selected to participate in the</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Supervisor Evaluation - Internship supervisor evaluation</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.</p>	<p>assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure</p> <p>What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 2 - Meets Minimum Program Expectations (Developing)</p> <p>While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/20/2019)</p> <p>Number of Students Assessed: 41</p> <p>Number of Successful Students: 41</p> <p>How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...and rating students well</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for</p> <p>1) the ability to gather information effectively and competently (Excel Column H)</p> <p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>External reviewers believe students have skills pertaining to information gathering (09/20/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Plus, measuring informational gathering skills is difficult.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Column K)</p> <p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 4.1/ 5</p> <p>Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship</p> <p>Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.</p> <p>1 = Not Applicable</p> <p>2 = Understanding Not Demonstrated</p> <p>3 = Demonstrated Only Slightly</p> <p>4 = Demonstrated Occasionally</p> <p>5 = Demonstrated But Needs Work</p> <p>6 = Demonstrated Well</p> <p>7 = Expertly Demonstrated</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Internship supervisors agree students are well equipped with research and information gathering skills (09/20/2019)</p> <p>Number of Students Assessed: 41</p> <p>Number of Successful Students: 41</p> <p>How were students selected to participate in the assessment of this outcome?: Required for all credit internships</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are skilled in information gathering and other research skills</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>* Learning Outcome Goal/Benchmark: Goal achieved - 6.2 out of 7</p>		
<p>#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13 1) evidence of the ability to write clearly and without errors (Excel Column L) 2) craft language for interesting and effective communication (Excel Column M) 3) write across platforms effectively (Excel Column N) 4) communicate to wide and diverse audiences (Excel Column O)</p> <p>External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale. 1= Poor or no representation of Learning Outcome 2= Somewhat poor representation of Learning Outcome 3= Average representation of Learning Outcome 4= Good representation of Learning Outcome 5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 /</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios. (09/20/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>5</p> <p>Timeline for Assessment: Yearly Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/20/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
<p>#8 = Relevant planning and management methods in mass communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 4.6 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p> <p>Students strongly agree they understand the relevant planning and management methods in mass communication. (09/20/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
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mass media and communications.

Timeline for Assessment: Yearly

Program Plans: Outcomes and Assessment Methods



Program (CAS) - SMSC - Strategic Communication (BA) - 476

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

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Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

Program (CAS) - SMSC - Strategic Communication (BA) - 476

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

*** Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating Seniors Exit Survey (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Comprehensive, Certification, or Professional Exam(s) - Pre and post test (Active)

*** Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory

Supervisor Evaluation - Internship supervisor evaluation (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" -

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meaning theories were not a part of the learning achieved through internship.

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
2= Somewhat poor representation of Learning Outcome
3= Average representation of Learning Outcome
4= Good representation of Learning Outcome
5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.
Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

2018 – 2019
Annual Assessment Report

Bachelor of Science
Strategic Communication

Program Information Report



Program (CAS) - SMSC - Strategic Communication (BS) - 475

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Information

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's E-mail Address: gina.noble@okstate.edu

Number of Students Enrolled in the Program: 182

Total Number of Students Graduated: 76

Number of Student Graduates from Stillwater Campus: 76

Number of Student Graduates from Tulsa Campus: 0

Were university assessment funds used by the department/program for assessment activities?: Yes

If yes, describe how funds were used and the contribution the funds had on the assessment process: Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

Annual Executive Summary Report



Program (CAS) - SMSC - Strategic Communication (BS) - 475

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

2018 - 2019

Program Assessment Coordinator: Gina Noble

Plan Review and Approval

Date Current Plan Was Reviewed and Approved: 09/20/2019

Date of Future Plan Review and Approval: 08/28/2020

Summary of Assessment Findings

Describe overall assessment findings and faculty members' interpretation of the assessment results: The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Two of the senior exit surveys made specific comments about needing more emphasis on diversity and the ethical impact of the media. Another student mentioned that this objective came through discussion at the beginning of class, but did not emerge as part of assigned or scheduled coursework. This demonstrates that changes do need to be made to ensure students have a better understanding of the relevance of human diversity in the media and its societal impact. It should not only be discussed, but also applied as part of assignments and assessments of student learning.

Two comments were made about having more emphasis on the ethical impact of media and the role of mass comm on society. This also indicates that the curriculum should include more emphasis on the social role of mass comm/media through course

content readings, class discussions, assignments and in-class speakers. The school and student groups also can emphasize this learning outcome through the SMSC-related speakers invited to campus.

Two students mentioned that they would like to see more emphasis placed on the theories of mass communications. However, one student expressed disappointment that the classes were so heavily based on theory. Many students expressed wanting to gain more experience with application and hands-on learning of social media, digital media, SEO, analytics, and design. Based on these contradictory comments, I would say that the faculty can do a better job explaining how the relevant theories are applied to strategic communications planning and execution and greater emphasis on the application/knowledge of digital media.

In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

The 2018-19 SMSC Assessment Committee finds the overall averages for the pretest vs. posttest were relatively low (i.e., 62 vs. 74 percent). However, the averages were higher than the previous year's scores (50 vs. 67 percent) and showed improvements in three of the four core courses. Those scores indicate students are learning many key concepts. In contrast, averages related to Media in a Diverse Society did not improve substantially and, for some questions, the posttest averages were lower than for the pretest. However, this was only the second time both tests were administered in the same academic year so making any statement about the overarching effectiveness of teaching based on test results is difficult.

The committee notes that student scores can be affected by the time between taking a core course and taking the posttest. Also unaccounted for are students, including transfers, who take core courses elsewhere. To help address the latter, we recommend starting next year, SMSC use CWIDs to track scores of the same cohort that took the pretest and the posttest. This should reveal more information about student learning in the SMSC curriculum.

The committee also recognizes that low pretest and posttest scores could be attributed in part to a lack of student effort on the tests because doing well doesn't affect their respective course grades. Some students might consider these tests to be a necessary chore to finish quickly rather than an opportunity to demonstrate what they know.

Two of the senior exit surveys made specific comments about needing more emphasis on diversity and the ethical impact of the media. Another student mentioned that this objective came through discussion at the beginning of class, but did not emerge as part of assigned or scheduled coursework. This demonstrates that changes do need to be made to ensure students have a better understanding of the relevance of human diversity in the media and its societal impact. It should not only be discussed, but also applied as part of assignments and assessments of student learning.

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Two students mentioned that they would like to see more emphasis placed on the theories of mass communications. However, one student expressed disappointment that the classes were so heavily based on theory. Many students expressed wanting to gain more experience with application and hands-on learning of social media, digital media, SEO, analytics, and design. Based on these contradictory comments, I would say that the faculty can do a better job explaining how the relevant theories are applied to strategic communications planning and execution and greater emphasis on the application/knowledge of digital media.

In the senior comments, one student mentioned that he/she felt the SC program did an outstanding job preparing students for the real world. Another student expressed that he/she felt confident in his/her expertise going into a full-time career, while another said there was no need for improvement in the curriculum.

Overall, strategic communication students demonstrate a good to outstanding understanding of the Learning objectives, critical and creative thinking and writing and editing techniques.

Dissemination of Findings

Describe the individual(s) or committee responsible for reviewing and interpreting assessment data: Dr. John McGuire - sequence head for Sports Media

Dr. Joey Senat - sequence head for Multimedia Journalism

Dr. BobbiKay Lewis - associate dean - College of Arts & Sciences & acting strategic communication sequence head

Describe the process for sharing and discussing assessment findings with program faculty: sequence heads, program director and associate director send results to all faculty members and discuss results with faculty during faculty meeting

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: We plan to revise pre-post questions to better reflect the core curriculum; revising one question asked of internship supervisors regarding theories; separating students' results by sequences by adding "your major" to each pre and post test.

Based on this year's findings, what (if any) changes are planned for the assessment process?: No changes but may have to ask fewer external reviewers to assess each sequence because funding was cut by half this year. Our external reviewers are the strongest

Describe the process for implementing these changes/planned program improvements: Proposal by associate director to director; director adds information on faculty agenda; information explained to faculty; faculty vote

Program Improvements Made in the Last Year: Assessment Measure Improvements, Revised Assessment Plan, Improved Faculty Understanding or Buy-In

Goals for the Coming Year: Sequence heads must replace pre-post test questions; internship supervisor revised questions - learning outcome #5 eliminated or replaced

Is this Summary Report Complete?: Yes

List all individuals associated with this report preparation: Gina Noble

Assessment Impact Report: Plans and Findings



Program (CAS) - SMSC - Strategic Communication (BS) - 475

Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

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- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

Reporting Period: 2018 - 2019

09/20/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles

Number of Students Assessed: 34

Number of Successful Students: 34

How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey

What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students

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taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning information required in the core classes.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program

Outcome: #2 - Relevance of human diversity in mass communications

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

* **Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are confident in their learning of human diversity in mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

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Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

* **Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students understand the history and role of mass communication, but this is one area where measurement could be expanded.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

* **Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable)

Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session.

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers agree students are demonstrating critical, creative and independent thinking in mass communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking?

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication

Outcome: #5 - Relevant theories and concepts of mass

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communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Senior Exit Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #4 measured relevant theories. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Seniors agree they understand the relevant theories and concepts of mass communication

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey

What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Exam (Active)

* **Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

One question in the pre-post exam deals with theory - more questions should be added - faculty should focus on classes covering the theories

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure

What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam

Supervisor Evaluation - Internship Supervisors were asked to evaluate the student's understanding of relevant theories and concepts in mass communication and rate the work on a 7-point-scale.

1 = Not Applicable

2 = Understanding Not Demonstrated

3 = Demonstrated Only Slightly

4 = Demonstrated Occasionally

5 = Demonstrated But Needs Work

6 = Demonstrated Well

7 = Expertly Demonstrated (Active)

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* **Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 2 - Meets Minimum Program Expectations (Developing)

While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured?

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an internship supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

External reviewers believe students have skills pertaining to information gathering

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com

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What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

1 = Not Applicable

2 = Understanding Not Demonstrated

3 = Demonstrated Only Slightly

4 = Demonstrated Occasionally

5 = Demonstrated But Needs Work

6 = Demonstrated Well

7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Findings

09/20/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Reviewers agreed students understood and demonstrated the methods and techniques of research and information gathering.

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation

What do the findings suggest about student achievement of this learning outcome?: students are well prepared in the areas of research and information gathering

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Internship supervisors agree students are well equipped with research and information gathering skills

Number of Students Assessed: 41

Number of Successful Students: 41

How were students selected to participate in the assessment of this outcome?: Required for all credit internships

What do the findings suggest about student achievement of this learning outcome?: Students are adequately skilled in information gathering and other research skills

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:

13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online

Program (CAS) - SMSC - Strategic Communication (BS) - 475

survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios.

Number of Students Assessed: 5

Number of Successful Students: 5

How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com

What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

* **Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Findings

09/15/2019

Reporting Period: 2018 - 2019

Conclusion: 3 - Meets Program Expectations (Proficient)

Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores

Number of Students Assessed: 140

Number of Successful Students: 140

How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes

What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was

Program (CAS) - SMSC - Strategic Communication (BS) - 475

given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Findings

Reporting Period: 2018 - 2019

09/15/2019

Conclusion: 4 - Exceeds Program Expectations (Advanced)

Students strongly agree they understand the relevant planning and management methods in mass communication.

Number of Students Assessed: 33

Number of Successful Students: 33

How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey

What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management

Program Plan and Findings: Four Column Layout



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
#1 - Understanding constitutional freedoms & legal and ethical principles - Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Outcome Status: Active Planned Assessment Year: 2018 - 2019	Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. * Learning Outcome Goal/Benchmark: Goal achieved: 4.6 / 5 The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. Timeline for Assessment: annually	Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Graduating seniors agreed strongly to understanding constitutional freedoms & legal and ethical principles (09/20/2019) Number of Students Assessed: 34 Number of Successful Students: 34 How were students selected to participate in the assessment of this outcome?: every graduating senior was invited to participate in an online survey What do the findings suggest about student achievement of this learning outcome?: Students are learning and retaining constitutional freedoms & legal and ethical principles information	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Pretest - Average score - 38%</p> <p>Posttest - Average score - 71%</p> <p>Goal achieved.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are learning information required in the core classes. (09/15/2019)</p> <p>Number of Students Assessed: 140</p> <p>Number of Successful Students: 140</p> <p>How were students selected to participate in the assessment of this outcome?: Required testing for students in Media Style & Structure and strategic communication capstone classes</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students are learning as they progress through the program</p>	
<p>#2 - Relevance of human diversity in mass communications - Students will demonstrate an understanding of the relevance of human diversity in mass communications.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: 4.3 / 5</p> <p>Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: annually</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students are confident in their learning of human diversity in mass communication (09/15/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program</p>	
<p>#3 - History and social role of mass communications. - Students will demonstrate respect for the history and social role of mass</p>	<p>Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role.</p>	<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Students understand the history and role of mass communication, but this is one area where measurement</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
communications. Outcome Status: Active Planned Assessment Year: 2018 - 2019	<p>* Learning Outcome Goal/Benchmark: 4 / 5 Goal achieved. Timeline for Assessment: annually.</p> <p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>* Learning Outcome Goal/Benchmark: Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.</p> <p>Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press. Timeline for Assessment: annually</p>	<p>could be expanded. (09/15/2019) Number of Students Assessed: 33 Number of Successful Students: 33 How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey What do the findings suggest about student achievement of this learning outcome?: students are learning as they progress through the program. Reporting Period: 2018 - 2019 Conclusion: 1 - Does Not Meet Program Expectations (Unacceptable) Unable to accurately measure results. Questions # 42-50 on the pre-post test must be revised. Many questions were deemed as too "trivial" in nature by the committee. Questions must be replaced before the next testing session. (09/15/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: Required for all students in Media Style and Structure and strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Faculty need to work together to replace questions pertaining to history and social role, and faculty need to make sure the information is included in all or most sequence classes</p>	
#4 - Critical, creative and independent thinking in mass communication - Students will demonstrate critical, creative and	Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking)	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) External reviewers agree students are demonstrating critical, creative and independent thinking in mass	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>independent thinking as they relate to individual disciplines in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>is assessed in four categories:</p> <p>1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)</p> <p>2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)</p> <p>3) if the student's work reflected looking beyond the obvious (Excel Column F)</p> <p>4) if the student had the ability to effectively communicate complex ideas (Excel Column G)</p> <p>External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.</p> <p>Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisor Evaluation assessment</p>	<p>communication. However, this is hard to access in some digital artifacts. What else can be done to measure creative and independent thinking? (09/15/2019)</p> <p>Number of Students Assessed: 5</p> <p>Number of Successful Students: 5</p> <p>How were students selected to participate in the assessment of this outcome?: randomly selected via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: Students proficiently demonstrate critical, creative and independent thinking in mass communication</p>	
		<p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 4 - Exceeds Program Expectations (Advanced)</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.</p> <p>1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: The average ranking was 6.3 / 7, which exceeds the goal of 6.</p>	<p>Internship supervisors agreed strongly that students' perform well in critical, creative and independent thinking in mass communication (09/15/2019)</p> <p>Number of Students Assessed: 41 Number of Successful Students: 41</p> <p>How were students selected to participate in the assessment of this outcome?: students enrolled in internship credit are required to have a supervisor evaluation</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are meeting and exceeding professionals expectations regarding critical, creative and independent thinking in mass communication</p>	
<p>#5 - Relevant theories and concepts of mass communication - Students will demonstrate an understanding of the relevant theories and concepts of mass communication.</p> <p>Outcome Status: Active Planned Assessment Year: 2018 - 2019</p>	<p>Survey - Senior Exit Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #4 measured relevant theories.</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 4.2 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Seniors agree they understand the relevant theories and concepts of mass communication (09/15/2019)</p> <p>Number of Students Assessed: 33 Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to participate in an online exit survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are exposed to and learning relevant communication theories, but more could be done by faculty to focus on which theories are presented in which classes to expose the students to same theories across the program</p>	
	<p>Comprehensive, Certification, or Professional Exam(s) - Pre-Post Exam</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>One question in the pre-post exam deals with theory - more</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>* Learning Outcome Goal/Benchmark: Posttest scores demonstrated an understanding of the mass communication theory.</p> <p>Supervisor Evaluation - Internship Supervisors were asked to evaluate the student's understanding of relevant theories and concepts in mass communication and rate the work on a 7-point-scale. 1 = Not Applicable 2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.</p>	<p>questions should be added - faculty should focus on classes covering the theories (09/15/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all graduating seniors enrolled in capstone class and all students enrolled in Media Style & Structure What do the findings suggest about student achievement of this learning outcome?: faculty should pinpoint theories to be used in subsequent classes / more questions written for theory on pre-post exam Reporting Period: 2018 - 2019 Conclusion: 2 - Meets Minimum Program Expectations (Developing) While the internship supervisor's rated students as achieving the goal, the measurement could be stronger. Most supervisors say "theories" are not applicable to the internship job - they are just checking a box to help the students. Where else can this outcome be measured? (09/15/2019) Number of Students Assessed: 41 Number of Successful Students: 41 How were students selected to participate in the assessment of this outcome?: All students earning internship credit are required to receive an Internship supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: supervisors are giving a rating to something they usually don't measure...many mark it as NA instead of giving a rating</p>	
<p>#6 - Methods and techniques of research and information gathering - Students will demonstrate an understanding of the methods and techniques of research and information gathering. Outcome Status: Active</p>	<p>Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1) the ability to gather information effectively and competently (Excel Column H)</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) External reviewers believe students have skills pertaining to information gathering (09/15/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
Planned Assessment Year: 2018 - 2019	<p>2) initiative and creativity in information gathering (Excel Column I)</p> <p>3) use multiple methods and sources for research (Excel Column J)</p> <p>4) to effectively communicate how the information was gathered (Excel Column K)</p> <p>External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4.1/ 5 Timeline for Assessment: Yearly</p> <p>Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale. 1 = Not Applicable</p>	<p>assessment of this outcome?: From a graduating senior student list, five seniors were selected randomly via randomizer.com</p> <p>What do the findings suggest about student achievement of this learning outcome?: External reviewers believe students are proficient in information gathering. Note... measuring informational gathering skills is difficult.</p> <p>Reporting Period: 2018 - 2019</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Reviewers agreed students understood and demonstrated the methods and techniques of research and information gathering. (09/20/2019)</p> <p>Number of Students Assessed: 41</p> <p>Number of Successful Students: 41</p> <p>How were students selected to participate in the</p>	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	2 = Understanding Not Demonstrated 3 = Demonstrated Only Slightly 4 = Demonstrated Occasionally 5 = Demonstrated But Needs Work 6 = Demonstrated Well 7 = Expertly Demonstrated * Learning Outcome Goal/Benchmark: Goal achieved - 6.2 out of 7	assessment of this outcome?: all students who earn internship credit are required to have a supervisor evaluation What do the findings suggest about student achievement of this learning outcome?: students are well prepared in the areas of research and information gathering Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced) Internship supervisors agree students are well equipped with research and information gathering skills (09/15/2019) Number of Students Assessed: 41 Number of Successful Students: 41 How were students selected to participate in the assessment of this outcome?: Required for all credit internships What do the findings suggest about student achievement of this learning outcome?: Students are adequately skilled in information gathering and other research skills	
#7 - Writing, editing and production techniques of mass communication specialties - Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties Outcome Status: Active Planned Assessment Year: 2018 - 2019	Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories: 13 1) evidence of the ability to write clearly and without errors (Excel Column L) 2) craft language for interesting and effective communication (Excel Column M) 3) write across platforms effectively (Excel Column N) 4) communicate to wide and diverse audiences (Excel Column O) External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on	Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are proficient in writing but can do more to showcase their skills - students need to include many types of work in their digital portfolios. (09/15/2019) Number of Students Assessed: 5 Number of Successful Students: 5 How were students selected to participate in the assessment of this outcome?: sample selected from randomizer.com What do the findings suggest about student achievement of this learning outcome?: Students have proficient writing skills but need to showcase them across more platforms and in different ways. Students should have a lot of samples in their portfolios.	

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>a 5-point-scale.</p> <p>1= Poor or no representation of Learning Outcome</p> <p>2= Somewhat poor representation of Learning Outcome</p> <p>3= Average representation of Learning Outcome</p> <p>4= Good representation of Learning Outcome</p> <p>5= Outstanding representation of Learning Outcome</p> <p>* Learning Outcome Goal/Benchmark: Goal achieved: 4 / 5 Timeline for Assessment: Yearly Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.</p> <p>For LO #7, questions 1-20 were counted.</p> <p>* Learning Outcome Goal/Benchmark: Pre assessment score were 76/100. Post assessment scores were 83 / 100.</p>	<p>Reporting Period: 2018 - 2019 Conclusion: 3 - Meets Program Expectations (Proficient) Students are learning the "core curriculum" material because the pre-test scores are lower than the post-test scores (09/15/2019) Number of Students Assessed: 140 Number of Successful Students: 140 How were students selected to participate in the assessment of this outcome?: required for all students in Media Style & Structure and all students in strategic communication capstone classes What do the findings suggest about student achievement of this learning outcome?: Students are learning, but some information seems to be forgotten between sophomore and senior year.</p>	
#8 = Relevant planning and management methods in mass	Survey - Graduating seniors were asked to complete an online "exit"	<p>Reporting Period: 2018 - 2019 Conclusion: 4 - Exceeds Program Expectations (Advanced)</p>	

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>communication - Students will demonstrate an understanding of relevant planning and management methods in mass communication.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2018 - 2019</p>	<p>survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: Goal achieved: 4.6 / 5.</p> <p>The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.</p> <p>Timeline for Assessment: Yearly</p>	<p>Students strongly agree they understand the relevant planning and management methods in mass communication. (09/15/2019)</p> <p>Number of Students Assessed: 33</p> <p>Number of Successful Students: 33</p> <p>How were students selected to participate in the assessment of this outcome?: all graduating seniors were asked to take an online "exit" survey</p> <p>What do the findings suggest about student achievement of this learning outcome?: students are comfortable in their skills and knowledge of planning and management</p>	

Program Plans: Outcomes and Assessment Methods



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Program Mission Statement: To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

- Critical thinking
- Creativity
- Global awareness
- Appreciation for the liberal arts
- Adaptability
- Problem solving skills
- Diversity
- Leadership
- Community involvement

Outcome: #1 - Understanding constitutional freedoms & legal and ethical principles

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Pretest - Average score - 38%

Posttest - Average score - 71%

Goal achieved.

Timeline for Assessment: annually

Outcome: #2 - Relevance of human diversity in mass communications

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Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. (Active)

*** Learning Outcome Goal/Benchmark:** 4.3 / 5

Goal achieved. The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: annually

Outcome: #3 - History and social role of mass communications.

Students will demonstrate respect for the history and social role of mass communications.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors "exit" survey - given a few weeks before graduation. Question #3 measured history and social role. (Active)

*** Learning Outcome Goal/Benchmark:** 4 / 5

Goal achieved.

Timeline for Assessment: annually.

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas. (Active)

*** Learning Outcome Goal/Benchmark:** Goal not achieved. Students performed unsatisfactorily on the questions asked (questions 42-50) with an average of 62%.

Many questions were deemed trivia by the committee, and questions need to be replaced. Questions need to better reflect assessing student learning in key areas under the history of mass communications and the importance of a free press.

Timeline for Assessment: annually

Outcome: #4 - Critical, creative and independent thinking in mass communication

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the portfolio assessment survey (see Appendix), Learning Outcome #4 (critical, creative and independent thinking) is assessed in four categories:

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- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

External reviewers reviewed 5 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a five-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 out of five, which exceeds the goal of 4.1 out of five.

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisor Evaluation assessment survey (see Appendix) - Internship Supervisors were asked to assess the student's critical, creative and independent thinking / work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** The average ranking was 6.3 / 7, which exceeds the goal of 6.

Outcome: #5 - Relevant theories and concepts of mass communication

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Senior Exit Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #4 measured relevant theories. (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 4.2 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Exam (Active)

* **Learning Outcome Goal/Benchmark:** Posttest scores demonstrated an understanding of the mass communication theory.

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Supervisor Evaluation - Internship Supervisors were asked to evaluate the student's understanding of relevant theories and concepts in mass communication and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6 out of 7. Many supervisor evaluations stated "not applicable" - meaning theories were not a part of the learning achieved through internship.

Outcome: #6 - Methods and techniques of research and information gathering

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1) the ability to gather information effectively and competently (Excel Column H)
- 2) initiative and creativity in information gathering (Excel Column I)
- 3) use multiple methods and sources for research (Excel Column J)
- 4) to effectively communicate how the information was gathered (Excel Column K)

External reviewers reviewed five portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved: 4.1/ 5

Timeline for Assessment: Yearly

Supervisor Evaluation - Internship Supervisors provided an overall assessment of Learning Outcome #6 - a student's understanding of the methods and techniques used in research and information gathering, rating the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated (Active)

* **Learning Outcome Goal/Benchmark:** Goal achieved - 6.2 out of 7

Program (CAS) - SMSC - Strategic Communication (BS) - 475

Outcome: #7 - Writing, editing and production techniques of mass communication specialties

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Portfolio Review - In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
13

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

(Active)

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4 / 5

Timeline for Assessment: Yearly

Comprehensive, Certification, or Professional Exam(s) - Pre-Post Core Course Curriculum Comprehensive Exam. Students taking the first writing class (Media Style & Structure) are pre-tested during the first week of class. Students in capstone courses are post-tested during the last two weeks of class. The exam is the same for both groups and is given during class times. The test is given via Canvas.

For LO #7, questions 1-20 were counted. (Active)

*** Learning Outcome Goal/Benchmark:** Pre assessment score were 76/100.

Post assessment scores were 83 / 100.

Outcome: #8 = Relevant planning and management methods in mass communication

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Outcome Status: Active

Planned Assessment Year: 2018 - 2019

Assessment Methods

Survey - Graduating seniors were asked to complete an online "exit" survey regarding Learning Outcomes. The survey was given a few weeks before graduation. Question #5 measured relevant planning responses. (Active)

Program (CAS) - SMSC - Strategic Communication (BS) - 475

*** Learning Outcome Goal/Benchmark:** Goal achieved: 4.6 / 5.

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications.

Timeline for Assessment: Yearly

Appendix 9-3 - Senior Exit Survey Results

Agree	Disagree	Strongly agree	Strongly disagree	Other
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65
66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100

[illegible]

Appendix 9-4 - Internship Evaluations



COLLEGE OF ARTS & SCIENCES

School of Media & Strategic Communications

206 Paul Miller Building
Stillwater, OK 74078-4053

P: 405-744-6354
F: 405-744-7104

Internship Supervisor Evaluation Form Spring 2019

Internship Supervisors...
please email completed form no later than May 3, 2019, to:
gina.noble@okstate.edu

Intern's Name: _____

Place of Internship: _____

Dates of Internship: _____

Date of Evaluation: _____

Name and Title of Supervisor completing evaluation:

Supervisor's phone number: _____

Supervisor's email: _____

NOTE: It is important that the "Internship Supervisor" review this evaluation with the student.

Date evaluation reviewed with student-intern: _____

Student signature: _____

Supervisor signature: _____

Overall Evaluation of Intern

1. Please describe the student's internship duties with your organization.
2. Please evaluate the student's performance in terms of her/his interpersonal relations with supervisors, colleagues and public contacts.
3. Please provide comments regarding the intern's overall performance during the internship. This includes any advice, praise and/or constructive criticism. The goal of constructive criticism is to help the student improve his/her skills before graduation.
4. If applicable, please provide comments regarding the student's writing ability.

5. If applicable, please provide comments regarding the student's critical thinking skills?

6. If applicable, please provide comments regarding the student's ability to follow directions and work with minimal supervision.

7. If applicable, please provide comments regarding the student's time management skills.

8. Please provide any other comments you feel are necessary to help Oklahoma State University's School of Media & Strategic Communication prepare its students for internships and the workforce.

9. What software was the student expected to know prior to beginning the internship?

10. Was the intern paid for this internship? If so, what was the hourly wage?

Skill and Knowledge Evaluation

The student intern has not yet completed degree requirements for graduation. Bearing this in mind, please rate her/him on the list of skills below. Use the ranking scale that follows and place the appropriate mark by each item: "NA" = not applicable, "F" = unsatisfactory, "D" = Fair, "C" = Good, "B" = Very Good, "A" = excellent.

(NOTE: It is important that the "Evaluator" review this evaluation with the student before submitting it to the supervising instructor.)

	Not Applicable	Unsatisfactory (F)	Fair (D)	Good (C)	Very good (B)	Excellent (A)
		F	D	C	B	A
1. Understands the fundamental communications challenges in specific assignments.						
2. Recognizes target audiences and can direct communication to them effectively.						
3. Thinks creatively with assignments.						
4. Writes with appropriate style.						
5. Writing skills.						
6. Attention to details.						
7. Ability to deal with ideas.						
8. Overall ability to visualize situations.						
9. Computer skills.						
10. Photography skills.						
11. Design and layout skills.						
12. Interpersonal skills.						
13. Other						

Recommended Internship Grade (please circle one grade): A B C D F

The following are the overall learning outcomes expected of all graduates from the School of Media & Strategic Communications. These reflect the core values and competencies specified by The Accrediting Council for Journalism and Mass Communication as expected of all graduates of an accredited program. This part of the evaluation is intended to assist us in improving our program to better facilitate these outcomes.

On a scale from one to seven, please indicate to what extent you believe the student demonstrates the following characteristics. Some of these may not be applicable, but we are interested in the skills and abilities you have observed while the student worked under your supervision.

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
1. An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

Thank you for giving an OSU student the opportunity to work with you and your organization. If you would like to post an open job or internship opportunity on our student page, please send a description to gina.noble@okstate.edu

Appendix 9-5 - Student Awards

Student National and Regional Awards 2014-2019

2019

National Awards

- Thomas Fleming, Second Place, Television Sports Talent, Broadcast Education Association Festival of Media Arts.
- Kassie Gann, Third Place, Television News Magazine, Broadcast Education Association Festival of Media Arts.
- Thomas Fleming, Award of Excellence, Radio Sports Play-by-Play, Broadcast Education Association Festival of Media Arts
- Hallie Hart, Finalist, Sports Writing, SPJ Mark of Excellence Awards.

Regional Awards

- Hallie Hart, First Place, Sports Writing, SPJ Region 8 Mark of Excellence Awards.

2018

National Awards

- Matt McGann, Max Gross, Lucas Messina, & Tyler Seggerman, First Place, Student Television Sports News Program, Broadcast Education Association Festival of Media Arts.
- Addison Skaggs, Second Place, Student Television Sports Story, Broadcast Education Association Festival of Media Arts.
- Josh Wagner, James Leblanc, Jacobi Campbell & Jacob Hudson, Award of Excellence, Student Documentary, Broadcast Education Association Festival of Media Arts.

State Awards

- Dekota Gregory, First Place, General News Writing & Reporting, Oklahoma Collegiate Media Association.
- Nuria Martinez-Keel, First Place, Feature Writing, Oklahoma Collegiate Media Association.

2017

National Awards

- Ali Brooks, First Place, Student Television News Anchor, Broadcast Education Association Festival of Media Arts.
- Brian Shrull, First Place, Student Television Sports Story, Broadcast Education Association Festival of Media Arts.
- OSU Student Advertising Team, Second Place, American Advertising Federation's National Student Advertising Competition.

Student National and Regional Awards 2014-2019

- Nathan Ruiz, Finalist, National Writing Championship, Hearst Journalism Awards Program.
- Stetson Payne, Third Place, Personality/Profile, Hearst Journalism Awards Program.

2016

National Awards

- Cody Stavenhagen, Second Place, National Writing Championship, Hearst National Awards Program.
- Kaelynn Knoerschild, Finalist, National Writing Championship, Hearst National Awards Program.
- Cody Stavenhagen, First Place, Sports, Hearst National Awards Program.
- Dan Linblad, First Place, Radio Sports Story, Broadcast Education Association Festival of Media Arts.
- Kurtis Quillin, First Place, Television Sports Story and Television Talent Reel, Broadcast Education Association Festival of Media Arts.

2015

National Awards

- Cody Stavenhagen, Second Place, National Writing Championship, Hearst National Awards Program.
- Cody Stavenhagen, Third Place, Sports, Hearst National Awards Program.
- Cody Stavenhagen, Fifth Place, Personality/Profile, Hearst National Awards Program.

State Awards

- *The O'Colly*, First Place, In-Depth Enterprise Reporting & Photography, Oklahoma Press Association Better Newspaper Contest.
- Caleb Surly, First Place, Television Feature News Story, Oklahoma Broadcast Education Association.

2014

National Awards

- Chris Brintle & Jase Chilcoat, Third Place, Sports (Radio) Play-by-Play, Broadcast Education Association Festival of Media Arts.

Student National and Regional Awards 2014-2019

- Seth Becker, Second Place, Sports (Television) Event Production, Broadcast Education Association Festival of Media Arts.

State Awards

- *The O'Colly*, First Place, News Writing, Editorial Comment, & Sports Coverage, Oklahoma Press Association Better Newspaper Contest.
- Jose Polanco, First Place, Radio Sports Magazine/Talk, Oklahoma Broadcast Education Association.
- Caleb Potts & Sarah McCall, Television News Feature Story, Oklahoma Broadcast Education Association.

Appendix 9-6 - Alumni Information

First Name	Last Name	Grad Year	Degree 1	Major 1	Company Name	Job Title
Alex	Batchelor-Sti	2015	BS - BACH-SCIENCE	MULTIMEDIA JOURNALISM	RUN Studios	Associate Producer
Chad	Crockett	2015	BA - BACH-ARTS	MULTIMEDIA JOURNALISM	OSU/CEAT	Computer Specialist
Abreeya	Hilliard	2015	BA - BACH-ARTS	MULTIMEDIA JOURNALISM	Employer Unknown	Associate Producer
Meagan	Kascsak	2015	BA - BACH-ARTS	MULTIMEDIA JOURNALISM	City of Stillwater	
Caroline	Lee	2015	BA - BACH-ARTS	MULTIMEDIA JOURNALISM	KJRH	Content Coordinator
Murphy	Mitchell	2015	BA - BACH-ARTS	MULTIMEDIA JOURNALISM	New York County Defender Servi	Attorney
Ashley	Ray	2015	BA - BACH-ARTS	MULTIMEDIA JOURNALISM	Simplicity & Co	Owner/Tea Tender
Raychel	Rich	2015	BS - BACH-SCIENCE	MULTIMEDIA JOURNALISM	AT&T	
Lance	Spence	2015	BS - BACH-SCIENCE	MULTIMEDIA JOURNALISM	US Senator James Lankford	Digital Media Assistant
Jordan	Tidwell	2015	BS - BACH-SCIENCE	MULTIMEDIA JOURNALISM	Channel 5 News	
Timothy	Ahrens	2015	BA - BACH-ARTS	SPORTS MEDIA	Stillwater NewsPress	Reporter
Sarah	Bildstein	2015	BS - BACH-SCIENCE	SPORTS MEDIA	Oklahoma State University	Communications Specialist
Jarrett	Hardwick	2015	BA - BACH-ARTS	SPORTS MEDIA	Oral Roberts University	Media Relations Assistant
Nicole	Hart	2015	BA - BACH-ARTS	SPORTS MEDIA	Texas Rangers Baseball Club	Premium Services Coordinator
James	Lomenick	2015	BS - BACH-SCIENCE	SPORTS MEDIA	OSU/CEAT	Multimedia Producer
Jordan	Neal	2015	BA - BACH-ARTS	SPORTS MEDIA	Bowie News	Sports Editor
Colby	Powell	2015	BS - BACH-SCIENCE	SPORTS MEDIA	KOKC	Producer
Michael	Ray	2015	BA - BACH-ARTS	SPORTS MEDIA	Keller Williams Realty	Realtor
Robert	Sanders	2015	BA - BACH-ARTS	SPORTS MEDIA	United Parcel Service	
Kieran	Steckley	2015	BS - BACH-SCIENCE	SPORTS MEDIA	Stillwater NewsPress	Local Government Reporter
Dylan	Tucker	2015	BA - BACH-ARTS	SPORTS MEDIA	Cherokee Nation	Outreach/Admissions
Brian	Van Haaften	2015	BS - BACH-SCIENCE	SPORTS MEDIA	KSFY-TV	Sports Reporter
Kelly	Ball	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	Red Classic Transportation Servi	Marketing Services
Paige	Bittle	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	Cain Watters & Associates	Digital Communications Specialist
William	Carr	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	OSU Alumni Association	Coordinator/Communications
Catherine	Corley	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	Baker Ihrig & Corley	Legal Assistant
Michele	Crater	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	Brentwood United Methodist Ch	Content and Social Media Coordinator
Patrick	Elliott	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	Cerner Corp	IT Consultant
Daniel	Hernandez	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	TBS	Accounting
Dena	Jackson	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	National Life Group	Coordinator
Seth	Jacobs	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	Pepsi	Food Service Representative
Timothy	Krenz	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	National Instruments	University Recruiting Program Manager
Kaitlin	Loyd	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	VI Marketing & Branding	Digital Media Coordinator
Alyssa	Loza	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	Folds of Honor	Social Media Coordinator
Rachael	Maltby	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	Oklahoma City Indian Clinic	Graphic Designer
Diana	Martinez	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	Tyler Media	Account Executive
Macy	Myrick	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	Camp War Eagle	Youth Director
Chandler	Robertson	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	Cowan Group Engineering	Marketing Coordinator
Hannah	Slater	2015	BS - BACH-SCIENCE	STRATEGIC COMMUNICATION	VI Marketing and Branding	Traffic Coordinator
Morgan	Wells	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	Fidelity Bank	Teller II
Ariel	West	2015	BA - BACH-ARTS	STRATEGIC COMMUNICATION	University of Central Oklahoma	Digital Media Coordinator

Appendix 9-7 - Alumni Surveys



*America's Brightest **ORANGE***

Oklahoma State University

University Assessment and Testing

2019 OSU Alumni Survey

Survey Report – Multimedia Journalism

The OSU Alumni Survey is a survey designed to collect information about OSU graduated students. More specifically, it is designed to collect information on their career, educational achievements, and their experience with OSU. This information will be used to improve academic programs and student experiences at OSU for generations to come. This survey targeted alumni of undergraduate and graduate programs who received their degree in 2013 and/or 2017. The survey was administered online by OSU-University Assessment and Testing (UAT) in April 2019 through June 2019. Departments may request additional information by contacting UAT (assessment@okstate.edu).

Survey Questions

Respondents were asked 37 institutional level items. Institutional level items were given to all OSU alumni and the items consisted of six topics: continuing education, well-being and community, demographic information, academic satisfaction, career reflection, and current job or career information.

Target Population / Response Rate – Multimedia Journalism

	OSU Degree Received:		
	<u>2013</u>	<u>2017</u>	<u>Total</u>
Number of graduates (<i>n</i>)	12	22	34
Number of survey respondents (<i>n</i>)	4	7	11
Response rate	33.3%	31.8%	32.4%

	2013		2017	
1. Since graduating from OSU, how would you describe your activity? (Select all that apply)	<i>n</i>	%	<i>n</i>	%
Not engaged in paid employment, nor enrolled in graduate or professional school	0	0.0	0	0.0
Enrolled in graduate or professional school	0	0.0	0	0.0
Employed full-time or part-time	3	75.0	4	57.1
Both employed (other than graduate assistant) and continuing my education	1	25.0	3	42.9
Self-employed	0	0.0	0	0.0

	2013		2017	
2. Whether or not you are currently employed, in what area is your principal occupation?	<i>n</i>	%	<i>n</i>	%
Engineering	0	0.0	0	0.0
Computer Science, Programming or Technology	0	0.0	0	0.0
Science, Social Science, or Mathematics	0	0.0	0	0.0
Health or Mental Health	1	25.0	0	0.0
Business or Management	1	25.0	0	0.0
Finance or Accounting	0	0.0	0	0.0
Education, Training, or Library	1	25.0	0	0.0
Legal	0	0.0	1	14.3
Writing, Journalism, or Design	0	0.0	3	42.9
Public Service, Policy, or Politics	0	0.0	0	0.0
Public Relations, Marketing, or Sales	1	25.0	2	28.6
Architecture	0	0.0	0	0.0
Art, Performing, or Athletics	0	0.0	0	0.0
Participating in a volunteer or service program	0	0.0	0	0.0
Serving in the U.S. military	0	0.0	0	0.0
Other occupational area (INSERT FIELD)	0	0.0	1	14.3



Continuing Education

		<u>2013</u>		<u>2017</u>	
3. What graduate or professional degree are you pursuing or, if you completed a degree, what degree did you complete? (Select all that apply)*					
		<i>n</i>	%	<i>n</i>	%
Graduate Certificate		0	0.0	0	0.0
Master's		0	0.0	2	66.7
Doctoral		1	100.0	0	0.0
Medical (includes nursing, osteopathy, dental, vet, and more)		0	0.0	0	0.0
Law		0	0.0	1	33.3
Other (INSERT FIELD)		0	0.0	0	0.0
Prefer not to answer		0	0.0	0	0.0

4. What was the name of your graduate or professional school?*			<u>2013</u>	<u>2017</u>
Cooley Law School			0	1
Dominican University			1	0
North Texas			0	1
Oklahoma State University			0	1

		<u>2013</u>		<u>2017</u>	
5. How well did your OSU program prepare you for graduate or professional education program?*					
		<u><i>n</i></u>	<u><i>%</i></u>	<u><i>n</i></u>	<u><i>%</i></u>
Very well		1	100.0	2	66.7
Adequately		0	0.0	1	33.3
Not very well		0	0.0	0	0.0
Not at all		0	0.0	0	0.0
Prefer not to answer		0	0.0	0	0.0

*For items 3 through 5 do not include alumni who responded: 'not engaged in paid employment, nor enrolled in graduate or professional school', 'Employed full-time or part-time', or 'self-employed' in item 1.



Well-being & Community

	<u>2013</u>		<u>2017</u>	
6. How connected do you feel to OSU?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very connected	0	0.0	2	28.6
Moderately connected	3	75.0	3	42.9
Somewhat connected	1	25.0	1	14.3
Not very connected	0	0.0	1	14.3

	<u>2013</u>		<u>2017</u>	
7. Are you regularly in touch with people you met at OSU? (Mark all that apply)	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Yes, with my advisor(s)	0	0.0	0	0.0
Yes, with professors or staff	1	25.0	3	42.9
Yes, with members of my team, club, or sorority/fraternity	0	0.0	3	42.9
Yes, with classmates/friends I met at OSU	4	100.0	6	85.7
No	0	0.0	1	14.3

	<u>2013</u>		<u>2017</u>	
8. How much has your overall quality of life been enhanced by your Oklahoma State University experience?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Much	3	75.0	4	57.1
Somewhat	1	25.0	1	14.3
Little	0	0.0	2	28.6
None	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
9. In the past twelve months, how often have you participated in unpaid volunteer work?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
More than once a week	0	0.0	0	0.0
About once a week	0	0.0	1	14.3
About once a month	1	25.0	0	0.0
Every few months	1	25.0	1	14.3
Once or twice in the past year	2	50.0	2	28.6
Not at all	0	0.0	3	42.9



How would you change the emphasis OSU placed on these aspects of education and college life?

		<u>2013</u>		<u>2017</u>	
10. Making ethical and thoughtful decisions		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal		0	0.0	1	14.3
Reduce somewhat		0	0.0	0	0.0
Keep about the same		2	50.0	4	57.1
Increase somewhat		0	0.0	1	14.3
Increase a great deal		1	25.0	1	14.3
I don't know		1	25.0	0	0.0

		<u>2013</u>		<u>2017</u>	
11. Exploring alternative values, perspectives, and beliefs from around the world		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal		0	0.0	0	0.0
Reduce somewhat		0	0.0	1	14.3
Keep about the same		0	0.0	2	28.6
Increase somewhat		3	75.0	1	14.3
Increase a great deal		1	25.0	3	42.9
I don't know		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
12. Improving written and oral communication skills		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal		0	0.0	0	0.0
Reduce somewhat		0	0.0	0	0.0
Keep about the same		1	25.0	4	57.1
Increase somewhat		0	0.0	3	42.9
Increase a great deal		3	75.0	0	0.0
I don't know		0	0.0	0	0.0



		<u>2013</u>		<u>2017</u>	
13. Improving ability to think critically (analytically and logically)					
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
	Reduce a great deal	0	0.0	0	0.0
	Reduce somewhat	0	0.0	0	0.0
	Keep about the same	1	25.0	2	28.6
	Increase somewhat	2	50.0	4	57.1
	Increase a great deal	1	25.0	1	14.3
	I don't know	0	0.0	0	0.0

		<u>2013</u>	<u>2017</u>	
14. Ability to interact positively with people who are different from you				
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	0	0.0	1	14.3
Increase somewhat	1	25.0	3	42.9
Increase a great deal	2	50.0	3	42.9
I don't know	1	25.0	0	0.0

		<u>2013</u>		<u>2017</u>	
15. Developing good health habits and physical fitness					
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
	Reduce a great deal	0	0.0	0	0.0
	Reduce somewhat	0	0.0	0	0.0
	Keep about the same	3	75.0	2	28.6
	Increase somewhat	1	25.0	2	28.6
	Increase a great deal	0	0.0	3	42.9
	I don't know	0	0.0	0	0.0



Demographics

		<u>2013</u>		<u>2017</u>	
16. Which OSU campus do you most identify with?					
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
	Stillwater	4	100.0	7	100.0
	Tulsa	0	0.0	0	0.0
	Equally Stillwater or Tulsa	0	0.0	0	0.0
	Online	0	0.0	0	0.0

17. What is your current 5-digit zip code?		
	<u>2013</u>	<u>2017</u>
CO	1	0
IL	1	0
NC	0	1
OK	2	2
PA	0	1
TX	0	1



Academic Satisfaction

Please rate your degree of satisfaction with each of the following items:

		<u>2013</u>		<u>2017</u>	
18. The quality of teaching at OSU.		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied		0	0.0	1	14.3
Satisfied		4	100.0	4	57.1
Neutral		0	0.0	0	0.0
Dissatisfied		0	0.0	2	28.6
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
19. Availability of courses needed for your degree program		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied		1	25.0	1	14.3
Satisfied		3	75.0	4	57.1
Neutral		0	0.0	2	28.6
Dissatisfied		0	0.0	0	0.0
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
20. OSU academic facilities (e.g. classrooms, labs, buildings, etc.)		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied		0	0.0	0	0.0
Satisfied		1	25.0	3	42.9
Neutral		2	50.0	1	14.3
Dissatisfied		1	25.0	3	42.9
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
21. OSU academic advising		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied		0	0.0	0	0.0
Satisfied		2	50.0	4	57.1
Neutral		1	25.0	1	14.3
Dissatisfied		0	0.0	1	14.3
Very Dissatisfied		0	0.0	1	14.3
Not applicable		1	25.0	0	0.0



	<u>2013</u>		<u>2017</u>	
22. Preparation to handle non-career related goals (e.g. family, finances, etc.)	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	0	0.0	0	0.0
Satisfied	1	25.0	1	14.3
Neutral	2	50.0	2	28.6
Dissatisfied	1	25.0	3	42.9
Very Dissatisfied	0	0.0	1	14.3
Not applicable	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
23. Availability of internship/practicum experiences	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	1	25.0	2	28.6
Satisfied	2	50.0	2	28.6
Neutral	0	0.0	1	14.3
Dissatisfied	0	0.0	2	28.6
Very Dissatisfied	0	0.0	0	0.0
Not applicable	1	25.0	0	0.0

	<u>2013</u>		<u>2017</u>	
24. Overall education at OSU	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	0	0.0	1	14.3
Satisfied	4	100.0	5	71.4
Neutral	0	0.0	0	0.0
Dissatisfied	0	0.0	0	0.0
Very Dissatisfied	0	0.0	1	14.3
Not applicable	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
25. If you start over, would you still choose to attend Oklahoma State University?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Definitely yes	3	75.0	2	28.6
Probably yes	1	25.0	4	57.1
Uncertain	0	0.0	0	0.0
Probably no	0	0.0	0	0.0
Definitely no	0	0.0	1	14.3



Career Reflection

	<u>2013</u>		<u>2017</u>	
26. How closely is your job related to your field of study?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Not related	2	50.0	0	0.0
Somewhat related	1	25.0	2	28.6
Directly related	1	25.0	5	71.4

	<u>2013</u>		<u>2017</u>	
27. How well did OSU prepare you for meaningful employment?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very well	2	50.0	3	42.9
Adequately	2	50.0	4	57.1
Not very well	0	0.0	0	0.0
Not at all	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
28. Overall, how satisfied are you with your career?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	1	25.0	5	71.4
Satisfied	3	75.0	0	0.0
Neutral	0	0.0	1	14.3
Dissatisfied	0	0.0	1	14.3
Very Dissatisfied	0	0.0	0	0.0

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



Current Job or Career

<u>2013</u>				<u>2017</u>	
29. Are you employed full-time (on average 30 hours or more per week) or part-time (on average less than 30 hours per week)?*					
	<u><i>n</i></u>	<u>%</u>		<u><i>n</i></u>	<u>%</u>
Full-time	3	75.0		4	66.7
Part-time	1	25.0		2	33.3

<u>2013</u>			<u>2017</u>	
30. How long did it take to find your first employment after graduating from OSU?*				
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Employed by graduation	4	100.0	4	66.7
3 months after graduation	0	0.0	1	16.7
6 months after graduation	0	0.0	1	16.7
9 months after graduation	0	0.0	0	0.0
1 year after graduation	0	0.0	0	0.0
over 1 year after graduation	0	0.0	0	0.0

31 & 32 Alumni Employer Names and Position Titles*	
Current employer	Job Title
Chicago Public Schools	Teacher
Dallas Cowboys	Video Intern
Love's Travel Stops	Internal Communications Specialist
Driver iQ	Sales Support Assistant
Oklahoma State University Student Union	Digital Media Specialist
Broken Arrow Public Schools	Mental Health Therapist
Riggs Abney	Legal Intern
Microbac Laboratories	Creative media specialist
Tegna	Videographer
WCTI NewsChannel 12	TV News Reporter/Anchor

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



	<u>2013</u>		<u>2017</u>	
33. Which of the following best describes your employer?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
A corporation, partnership, or private business	2	50.0	5	83.3
----- Military	0	0.0	0	0.0
Other governmental entity	0	0.0	0	0.0
Charity or other nonprofit entity	0	0.0	0	0.0
Educational institution	2	50.0	1	16.7
Other	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
34. Does your job require: (mark all that apply)*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Technology skills	4	100.0	3	50.0
Conducting research	0	0.0	3	50.0
Extensive training	2	50.0	1	16.7
Math skills	2	50.0	2	33.3
Problem solving/analytic reasoning	3	75.0	4	66.7
Speaking to a group	4	100.0	6	100.0
Use of specialized machinery	1	25.0	1	16.7
Use of specialized software	2	50.0	4	66.7
Working with a diverse group of people	4	100.0	6	100.0
Writing reports, memos, papers, publications, etc.	3	75.0	6	100.0

	<u>2013</u>		<u>2017</u>	
35. Does your job require: (mark all that apply)*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Less than \$15,000	0	0.0	1	16.7
\$15,000 but less than \$25,000	0	0.0	0	0.0
\$25,000 but less than \$35,000	1	25.0	2	33.3
\$35,000 but less than \$45,000	1	25.0	1	16.7
\$45,000 but less than \$55,000	2	50.0	0	0.0
\$55,000 but less than \$65,000	0	0.0	1	16.7
\$65,000 but less than \$75,000	0	0.0	0	0.0
\$75,000 but less than \$100,000	0	0.0	0	0.0
\$100,000 but less than \$125,000	0	0.0	0	0.0
\$125,000 but less than \$150,000	0	0.0	0	0.0
Over \$150,000	0	0.0	0	0.0
Prefer not to answer	0	0.0	1	16.7

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



36. What could OSU have done to better serve you?

Not much. I have a degree in journalism but am not a journalist nor have a high paying job so I wish I could have been steered toward a business degree.

More faculty with internship connections to major organizations would have been nice. I would love for OSU to update its journalism building; OSU has a great program, but I felt prospective students were turned off by the building itself. As a former journalist turned communications professional, it would be nice to see a more integrated curriculum, combining strategic comms and multimedia journalism courses.

Better facilities and technology in the journalism building

Hire better advisors in general that actually ADVISE and help/guide young students. In my opinion, that's OSU's biggest flaw.

Put less money into football and Greek life and put more into education

Eliminate some of the general education requirements. I enjoyed the classes outside of my major, but the extra student loans were not worth it.

Upgrade the journalism building, that thing is so old.

37. What additional information would you like OSU to know?

I have many memories in Stillwater I will never forget. Go Pokes





*America's Brightest **ORANGE***

Oklahoma State University

University Assessment and Testing

2019 OSU Alumni Survey

Survey Report – Sports Media

The OSU Alumni Survey is a survey designed to collect information about OSU graduated students. More specifically, it is designed to collect information on their career, educational achievements, and their experience with OSU. This information will be used to improve academic programs and student experiences at OSU for generations to come. This survey targeted alumni of undergraduate and graduate programs who received their degree in 2013 and/or 2017. The survey was administered online by OSU-University Assessment and Testing (UAT) in April 2019 through June 2019. Departments may request additional information by contacting UAT (assessment@okstate.edu).

Survey Questions

Respondents were asked 37 institutional level items. Institutional level items were given to all OSU alumni and the items consisted of six topics: continuing education, well-being and community, demographic information, academic satisfaction, career reflection, and current job or career information.

Target Population / Response Rate – Sports Media

	OSU Degree Received:		
	<u>2013</u>	<u>2017</u>	<u>Total</u>
Number of graduates (<i>n</i>)	17	35	52
Number of survey respondents (<i>n</i>)	4	10	14
Response rate	23.5%	28.6%	26.9%

	2013		2017	
1. Since graduating from OSU, how would you describe your activity? (Select all that apply)	<i>n</i>	%	<i>n</i>	%
Not engaged in paid employment, nor enrolled in graduate or professional school	0	0.0	1	10.0
Enrolled in graduate or professional school	0	0.0	2	20.0
Employed full-time or part-time	4	100.0	7	70.0
Both employed (other than graduate assistant) and continuing my education	0	0.0	0	0.0
Self-employed	0	0.0	0	0.0

	2013		2017	
2. Whether or not you are currently employed, in what area is your principal occupation?	<i>n</i>	%	<i>n</i>	%
Engineering	0	0.0	0	0.0
Computer Science, Programming or Technology	0	0.0	0	0.0
Science, Social Science, or Mathematics	0	0.0	0	0.0
Health or Mental Health	0	0.0	0	0.0
Business or Management	0	0.0	0	0.0
Finance or Accounting	0	0.0	0	0.0
Education, Training, or Library	0	0.0	0	0.0
Legal	0	0.0	1	10.0
Writing, Journalism, or Design	1	25.0	3	30.0
Public Service, Policy, or Politics	0	0.0	0	0.0
Public Relations, Marketing, or Sales	2	50.0	4	40.0
Architecture	0	0.0	0	0.0
Art, Performing, or Athletics	0	0.0	1	10.0
Participating in a volunteer or service program	0	0.0	0	0.0
Serving in the U.S. military	0	0.0	0	0.0
Other occupational area (INSERT FIELD)	1	25.0	1	10.0



Continuing Education

		<u>2013</u>		<u>2017</u>	
3. What graduate or professional degree are you pursuing or, if you completed a degree, what degree did you complete? (Select all that apply)*					
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
	Graduate Certificate	0	0.0	0	0.0
	Master's	0	0.0	1	50.0
	Doctoral	0	0.0	0	0.0
Medical (includes nursing, osteopathy, dental, vet, and more)		0	0.0	0	0.0
	Law	0	0.0	1	50.0
	Other (INSERT FIELD)	0	0.0	0	0.0
	Prefer not to answer	0	0.0	0	0.0

4. What was the name of your graduate or professional school?*			<u>2013</u>	<u>2017</u>
Oklahoma State University			0	1
University of Kansas			0	1

		<u>2013</u>	<u>2017</u>	
5. How well did your OSU program prepare you for graduate or professional education program?*				
	<u><i>n</i></u>	<u><i>%</i></u>	<u><i>n</i></u>	<u><i>%</i></u>
Very well	0	0.0	0	0.0
Adequately	0	0.0	2	100.0
Not very well	0	0.0	0	0.0
Not at all	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

*For items 3 through 5 do not include alumni who responded: 'not engaged in paid employment, nor enrolled in graduate or professional school', 'Employed full-time or part-time', or 'self-employed' in item 1.



Well-being & Community

	<u>2013</u>		<u>2017</u>	
6. How connected do you feel to OSU?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very connected	1	25.0	2	22.2
Moderately connected	2	50.0	5	55.6
Somewhat connected	1	25.0	1	11.1
Not very connected	0	0.0	1	11.1

	<u>2013</u>		<u>2017</u>	
7. Are you regularly in touch with people you met at OSU? (Mark all that apply)	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Yes, with my advisor(s)	0	0.0	0	0.0
Yes, with professors or staff	2	50.0	4	44.4
Yes, with members of my team, club, or sorority/fraternity	1	25.0	3	33.3
Yes, with classmates/friends I met at OSU	4	100.0	8	88.9
No	0	0.0	1	11.1

	<u>2013</u>		<u>2017</u>	
8. How much has your overall quality of life been enhanced by your Oklahoma State University experience?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Much	2	50.0	6	66.7
Somewhat	2	50.0	3	33.3
Little	0	0.0	0	0.0
None	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
9. In the past twelve months, how often have you participated in unpaid volunteer work?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
More than once a week	0	0.0	0	0.0
About once a week	0	0.0	1	11.1
About once a month	0	0.0	2	22.2
Every few months	2	50.0	2	22.2
Once or twice in the past year	0	0.0	2	22.2
Not at all	2	50.0	2	22.2



How would you change the emphasis OSU placed on these aspects of education and college life?

10. Making ethical and thoughtful decisions	<u>2013</u>		<u>2017</u>	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	0	0.0	3	33.3
Increase somewhat	4	100.0	5	55.6
Increase a great deal	0	0.0	0	0.0
I don't know	0	0.0	1	11.1

11. Exploring alternative values, perspectives, and beliefs from around the world	<u>2013</u>		<u>2017</u>	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	2	50.0	1	11.1
Increase somewhat	1	25.0	5	55.6
Increase a great deal	1	25.0	3	33.3
I don't know	0	0.0	0	0.0

12. Improving written and oral communication skills	<u>2013</u>		<u>2017</u>	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	1	25.0	5	55.6
Increase somewhat	0	0.0	3	33.3
Increase a great deal	3	75.0	1	11.1
I don't know	0	0.0	0	0.0



	<u>2013</u>		<u>2017</u>	
13. Improving ability to think critically (analytically and logically)	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	1	25.0	4	44.4
Increase somewhat	1	25.0	3	33.3
Increase a great deal	2	50.0	2	22.2
I don't know	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
14. Ability to interact positively with people who are different from you	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	0	0.0	3	33.3
Increase somewhat	3	75.0	2	22.2
Increase a great deal	1	25.0	3	33.3
I don't know	0	0.0	1	11.1

	<u>2013</u>		<u>2017</u>	
15. Developing good health habits and physical fitness	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	1	11.1
Keep about the same	2	50.0	1	11.1
Increase somewhat	1	25.0	3	33.3
Increase a great deal	1	25.0	3	33.3
I don't know	0	0.0	1	11.1



Demographics

		<u>2013</u>		<u>2017</u>	
16. Which OSU campus do you most identify with?					
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
	Stillwater	4	100.0	9	100.0
	Tulsa	0	0.0	0	0.0
	Equally Stillwater or Tulsa	0	0.0	0	0.0
	Online	0	0.0	0	0.0

17. What is your current 5-digit zip code?		
	<u>2013</u>	<u>2017</u>
CO	1	0
FL	0	1
KS	0	2
LA	0	1
OK	1	4
TX	2	0
VA	0	1



Academic Satisfaction

Please rate your degree of satisfaction with each of the following items:

		<u>2013</u>		<u>2017</u>	
18. The quality of teaching at OSU.		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		1	25.0	4	44.4
Satisfied		3	75.0	3	33.3
Neutral		0	0.0	2	22.2
Dissatisfied		0	0.0	0	0.0
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
19. Availability of courses needed for your degree program		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		1	25.0	4	44.4
Satisfied		3	75.0	2	22.2
Neutral		0	0.0	3	33.3
Dissatisfied		0	0.0	0	0.0
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
20. OSU academic facilities (e.g. classrooms, labs, buildings, etc.)		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		1	25.0	1	11.1
Satisfied		2	50.0	1	11.1
Neutral		0	0.0	1	11.1
Dissatisfied		1	25.0	5	55.6
Very Dissatisfied		0	0.0	1	11.1
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
21. OSU academic advising		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		1	25.0	3	33.3
Satisfied		0	0.0	2	22.2
Neutral		2	50.0	3	33.3
Dissatisfied		1	25.0	1	11.1
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0



	<u>2013</u>		<u>2017</u>	
22. Preparation to handle non-career related goals (e.g. family, finances, etc.)	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	0	0.0	0	0.0
Satisfied	0	0.0	1	11.1
Neutral	3	75.0	3	33.3
Dissatisfied	0	0.0	3	33.3
Very Dissatisfied	1	25.0	1	11.1
Not applicable	0	0.0	1	11.1

	<u>2013</u>		<u>2017</u>	
23. Availability of internship/practicum experiences	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	0	0.0	3	33.3
Satisfied	3	75.0	5	55.6
Neutral	0	0.0	0	0.0
Dissatisfied	1	25.0	1	11.1
Very Dissatisfied	0	0.0	0	0.0
Not applicable	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
24. Overall education at OSU	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	2	50.0	5	55.6
Satisfied	1	25.0	3	33.3
Neutral	1	25.0	1	11.1
Dissatisfied	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0
Not applicable	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
25. If you start over, would you still choose to attend Oklahoma State University?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Definitely yes	2	50.0	8	88.9
Probably yes	2	50.0	0	0.0
Uncertain	0	0.0	1	11.1
Probably no	0	0.0	0	0.0
Definitely no	0	0.0	0	0.0

Career Reflection



	<u>2013</u>		<u>2017</u>	
26. How closely is your job related to your field of study?*	<u><i>n</i></u>	<u><i>%</i></u>	<u><i>n</i></u>	<u><i>%</i></u>
Not related	2	50.0	0	0.0
Somewhat related	0	0.0	1	14.3
Directly related	2	50.0	6	85.7

	<u>2013</u>		<u>2017</u>	
27. How well did OSU prepare you for meaningful employment?*	<u><i>n</i></u>	<u><i>%</i></u>	<u><i>n</i></u>	<u><i>%</i></u>
Very well	1	25.0	5	71.4
Adequately	3	75.0	2	28.6
Not very well	0	0.0	0	0.0
Not at all	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
28. Overall, how satisfied are you with your career?*	<u><i>n</i></u>	<u><i>%</i></u>	<u><i>n</i></u>	<u><i>%</i></u>
Very Satisfied	0	0.0	4	57.1
Satisfied	3	75.0	2	28.6
Neutral	0	0.0	1	14.3
Dissatisfied	1	25.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



Current Job or Career

		<u>2013</u>		<u>2017</u>	
29. Are you employed full-time (on average 30 hours or more per week) or part-time (on average less than 30 hours per week)?*					
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
	Full-time	3	75.0	7	100.0
	Part-time	1	25.0	0	0.0

	<u>2013</u>		<u>2017</u>	
30. How long did it take to find your first employment after graduating from OSU?*				
	<i>n</i>	%	<i>n</i>	%
Employed by graduation	0	0.0	3	42.9
3 months after graduation	3	75.0	2	28.6
6 months after graduation	0	0.0	0	0.0
9 months after graduation	0	0.0	1	14.3
1 year after graduation	0	0.0	1	14.3
over 1 year after graduation	1	25.0	0	0.0

31 & 32 Alumni Employer Names and Position Titles*	
Current employer	Job Title
Russell Reynolds Associates	Project Manager
Paycom	Marketing Writer
Salem Red Sox	Production Manager
Davis Law, PLLC	Client Services and Marketing
Women's Premier Soccer League	Communications Director
National Football Foundation & College Hall of Fame, Inc.	Assistant Director of Communications
Gannett	Reporter
The Wichita Eagle	High school sports reporter
Claremore Daily Progress	Sports Editor
Florida's University Athletic Association	Communications Assistant
Tailgate Guys	Regional Sales Manager

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



	2013		2017	
33. Which of the following best describes your employer?*	n	%	n	%
A corporation, partnership, or private business	1	25.0	4	57.1
Military	0	0.0	0	0.0
Other governmental entity	0	0.0	0	0.0
Charity or other nonprofit entity	1	25.0	0	0.0
Educational institution	0	0.0	1	14.3
Other	2	50.0	2	28.6
Prefer not to answer	0	0.0	0	0.0

	2013		2017	
34. Does your job require: (mark all that apply)*	n	%	n	%
Technology skills	3	75.0	5	71.4
Conducting research	3	75.0	5	71.4
Extensive training	1	25.0	1	14.3
Math skills	1	25.0	2	28.6
Problem solving/analytic reasoning	4	100.0	5	71.4
Speaking to a group	4	100.0	4	57.1
Use of specialized machinery	0	0.0	1	14.3
Use of specialized software	3	75.0	6	85.7
Working with a diverse group of people	3	75.0	6	85.7
Writing reports, memos, papers, publications, etc.	3	75.0	7	100.0

	2013		2017	
35. Does your job require: (mark all that apply)*	n	%	n	%
Less than \$15,000	0	0.0	0	0.0
\$15,000 but less than \$25,000	1	25.0	0	0.0
\$25,000 but less than \$35,000	0	0.0	5	71.4
\$35,000 but less than \$45,000	1	25.0	2	28.6
\$45,000 but less than \$55,000	1	25.0	0	0.0
\$55,000 but less than \$65,000	0	0.0	0	0.0
\$65,000 but less than \$75,000	0	0.0	0	0.0
\$75,000 but less than \$100,000	1	25.0	0	0.0
\$100,000 but less than \$125,000	0	0.0	0	0.0
\$125,000 but less than \$150,000	0	0.0	0	0.0
Over \$150,000	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



36. What could OSU have done to better serve you?
Updates to the journalism building and technology
Upgrade the Paul Miller School of Broadcasting & Journalism building
Building a job network with alumni and companies to further enhance hiring of grads (internships and careers) in a difficult, shrinking job market in my field (journalism/media).
Better awareness of groups
Make me feel more included
have more classes focused on the insight to the actual work force. Not all internships did a great job showing what the day to day and week to week look like whether that's in an office setting or different.

37. What additional information would you like OSU to know?
I learned so much at Oklahoma State, especially in my field, and remain in contact with many of these professors that taught me invaluable skills. However, a lot of my classmates and myself are often S.O.L. in additional similar job fields because my education was so specific and our industry is slashing jobs globally.
OSU gave me depression because of my social interactions there.





*America's Brightest **ORANGE***

Oklahoma State University

University Assessment and Testing

2019 OSU Alumni Survey

Survey Report – Strategic Communication

The OSU Alumni Survey is a survey designed to collect information about OSU graduated students. More specifically, it is designed to collect information on their career, educational achievements, and their experience with OSU. This information will be used to improve academic programs and student experiences at OSU for generations to come. This survey targeted alumni of undergraduate and graduate programs who received their degree in 2013 and/or 2017. The survey was administered online by OSU-University Assessment and Testing (UAT) in April 2019 through June 2019. Departments may request additional information by contacting UAT (assessment@okstate.edu).

Survey Questions

Respondents were asked 37 institutional level items. Institutional level items were given to all OSU alumni and the items consisted of six topics: continuing education, well-being and community, demographic information, academic satisfaction, career reflection, and current job or career information.

Target Population / Response Rate – Strategic Communication

	OSU Degree Received:		
	<u>2013</u>	<u>2017</u>	<u>Total</u>
Number of graduates (<i>n</i>)	92	108	200
Number of survey respondents (<i>n</i>)	30	35	65
Response rate	32.6%	32.4%	32.5%

	2013		2017	
1. Since graduating from OSU, how would you describe your activity? (Select all that apply)	<i>n</i>	%	<i>n</i>	%
Not engaged in paid employment, nor enrolled in graduate or professional school	0	0.0	1	2.9
Enrolled in graduate or professional school	1	3.3	5	14.3
Employed full-time or part-time	25	83.3	30	85.7
Both employed (other than graduate assistant) and continuing my education	5	16.7	4	11.4
Self-employed	1	3.3	0	0.0

	2013		2017	
2. Whether or not you are currently employed, in what area is your principal occupation?	<i>n</i>	%	<i>n</i>	%
Engineering	0	0.0	0	0.0
Computer Science, Programming or Technology	0	0.0	0	0.0
Science, Social Science, or Mathematics	0	0.0	0	0.0
Health or Mental Health	1	3.3	0	0.0
Business or Management	2	6.7	2	5.7
Finance or Accounting	0	0.0	0	0.0
Education, Training, or Library	3	10.0	2	5.7
Legal	1	3.3	2	5.7
Writing, Journalism, or Design	4	13.3	1	2.9
Public Service, Policy, or Politics	2	6.7	2	5.7
Public Relations, Marketing, or Sales	12	40.0	21	60.0
Architecture	0	0.0	0	0.0
Art, Performing, or Athletics	1	3.3	1	2.9
Participating in a volunteer or service program	0	0.0	0	0.0
Serving in the U.S. military	0	0.0	0	0.0
Other occupational area (INSERT FIELD)	4	13.3	4	11.4



Continuing Education

		<u>2013</u>		<u>2017</u>	
3. What graduate or professional degree are you pursuing or, if you completed a degree, what degree did you complete? (Select all that apply)*					
		<i>n</i>	%	<i>n</i>	%
Medical (includes nursing, osteopathy, dental, vet, and more)	Graduate Certificate	1	20.0	0	0.0
	Master's	4	80.0	3	42.9
	Doctoral	0	0.0	1	14.3
		0	0.0	0	0.0
	Law	1	20.0	2	28.6
	Other (INSERT FIELD)	0	0.0	1	14.3
	Prefer not to answer	0	0.0	0	0.0

4. What was the name of your graduate or professional school?*			<u>2013</u>	<u>2017</u>
Baylor University			1	0
Oklahoma Baptist University (transferring)			0	1
Oklahoma State University			0	1
Southeastern Oklahoma State University			1	0
Stetson University College of Law			0	1
UC San Diego			0	1
University of Kansas			1	1
University of Leeds			1	0
University of Notre Dame			0	1
University of Oklahoma			1	1

		<u>2013</u>		<u>2017</u>	
5. How well did your OSU program prepare you for graduate or professional education program?*					
		<u><i>n</i></u>	<u><i>%</i></u>	<u><i>n</i></u>	<u><i>%</i></u>
Very well		3	60.0	3	42.9
Adequately		2	40.0	4	57.1
Not very well		0	0.0	0	0.0
Not at all		0	0.0	0	0.0
Prefer not to answer		0	0.0	0	0.0

*For items 3 through 5 do not include alumni who responded: 'not engaged in paid employment, nor enrolled in graduate or professional school', 'Employed full-time or part-time', or 'self-employed' in item 1.



Well-being & Community

	<u>2013</u>		<u>2017</u>	
6. How connected do you feel to OSU?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very connected	3	12.5	11	33.3
Moderately connected	10	41.7	9	27.3
Somewhat connected	9	37.5	10	30.3
Not very connected	2	8.3	3	9.1

	<u>2013</u>		<u>2017</u>	
7. Are you regularly in touch with people you met at OSU? (Mark all that apply)	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Yes, with my advisor(s)	1	4.2	0	0.0
Yes, with professors or staff	4	16.7	4	12.1
Yes, with members of my team, club, or sorority/fraternity	8	33.3	14	42.4
Yes, with classmates/friends I met at OSU	19	79.2	27	81.8
No	1	4.2	2	6.1

	<u>2013</u>		<u>2017</u>	
8. How much has your overall quality of life been enhanced by your Oklahoma State University experience?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Much	15	62.5	19	57.6
Somewhat	9	37.5	12	36.4
Little	0	0.0	1	3.0
None	0	0.0	1	3.0

	<u>2013</u>		<u>2017</u>	
9. In the past twelve months, how often have you participated in unpaid volunteer work?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
More than once a week	4	16.7	1	3.0
About once a week	1	4.2	1	3.0
About once a month	7	29.2	1	3.0
Every few months	5	20.8	4	12.1
Once or twice in the past year	6	25.0	18	54.5
Not at all	1	4.2	8	24.2



How would you change the emphasis OSU placed on these aspects of education and college life?

10. Making ethical and thoughtful decisions	<u>2013</u>		<u>2017</u>	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	11	45.8	20	60.6
Increase somewhat	7	29.2	6	18.2
Increase a great deal	5	20.8	5	15.2
I don't know	1	4.2	2	6.1

11. Exploring alternative values, perspectives, and beliefs from around the world	<u>2013</u>		<u>2017</u>	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	8	33.3	13	39.4
Increase somewhat	8	33.3	11	33.3
Increase a great deal	7	29.2	8	24.2
I don't know	1	4.2	1	3.0

12. Improving written and oral communication skills	<u>2013</u>		<u>2017</u>	
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	12	50.0	13	39.4
Increase somewhat	5	20.8	15	45.5
Increase a great deal	7	29.2	4	12.1
I don't know	0	0.0	1	3.0



	<u>2013</u>		<u>2017</u>	
13. Improving ability to think critically (analytically and logically)	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	1	4.3	1	3.0
Keep about the same	3	13.0	7	21.2
Increase somewhat	11	47.8	16	48.5
Increase a great deal	6	26.1	8	24.2
I don't know	2	8.7	1	3.0

	<u>2013</u>		<u>2017</u>	
14. Ability to interact positively with people who are different from you	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	0	0.0	0	0.0
Reduce somewhat	0	0.0	0	0.0
Keep about the same	7	29.2	10	30.3
Increase somewhat	7	29.2	13	39.4
Increase a great deal	9	37.5	9	27.3
I don't know	1	4.2	1	3.0

	<u>2013</u>		<u>2017</u>	
15. Developing good health habits and physical fitness	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Reduce a great deal	1	4.2	0	0.0
Reduce somewhat	0	0.0	1	3.0
Keep about the same	9	37.5	10	30.3
Increase somewhat	8	33.3	13	39.4
Increase a great deal	5	20.8	8	24.2
I don't know	1	4.2	1	3.0



Demographics

16. Which OSU campus do you most identify with?	2013		2017	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Stillwater	23	95.8	33	100.0
Tulsa	1	4.2	0	0.0
Equally Stillwater or Tulsa	0	0.0	0	0.0
Online	0	0.0	0	0.0

17. What is your current 5-digit zip code?	2013		2017	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
AR	0	0.0	1	3.1
CO	2	6.3	0	0.0
DC	0	0.0	1	3.1
FL	0	0.0	2	6.3
GA	0	0.0	1	3.1
IN	0	0.0	1	3.1
KS	0	0.0	1	3.1
MN	1	3.1	0	0.0
MO	1	3.1	1	3.1
NY	0	0.0	1	3.1
OK	11	34.4	16	50.0
OR	0	0.0	1	3.1
TN	0	0.0	1	3.1
TX	7	21.9	6	18.8



Academic Satisfaction

Please rate your degree of satisfaction with each of the following items:

		<u>2013</u>		<u>2017</u>	
18. The quality of teaching at OSU.		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		7	30.4	6	18.8
Satisfied		15	65.2	21	65.6
Neutral		1	4.3	4	12.5
Dissatisfied		0	0.0	1	3.1
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
19. Availability of courses needed for your degree program		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		8	34.8	6	18.8
Satisfied		14	60.9	16	50.0
Neutral		0	0.0	5	15.6
Dissatisfied		1	4.3	5	15.6
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0

		<u>2013</u>		<u>2017</u>	
20. OSU academic facilities (e.g. classrooms, labs, buildings, etc.)		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		4	17.4	5	15.6
Satisfied		10	43.5	10	31.3
Neutral		6	26.1	7	21.9
Dissatisfied		2	8.7	8	25.0
Very Dissatisfied		1	4.3	1	3.1
Not applicable		0	0.0	1	3.1

		<u>2013</u>		<u>2017</u>	
21. OSU academic advising		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Very Satisfied		4	17.4	9	28.1
Satisfied		9	39.1	10	31.3
Neutral		9	39.1	8	25.0
Dissatisfied		1	4.3	5	15.6
Very Dissatisfied		0	0.0	0	0.0
Not applicable		0	0.0	0	0.0



	<u>2013</u>		<u>2017</u>	
22. Preparation to handle non-career related goals (e.g. family, finances, etc.)	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	0	0.0	0	0.0
Satisfied	4	18.2	1	3.1
Neutral	4	18.2	8	25.0
Dissatisfied	12	54.5	15	46.9
Very Dissatisfied	2	9.1	6	18.8
Not applicable	0	0.0	2	6.3

	<u>2013</u>		<u>2017</u>	
23. Availability of internship/practicum experiences	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	3	13.0	0	0.0
Satisfied	10	43.5	7	21.9
Neutral	6	26.1	11	34.4
Dissatisfied	3	13.0	8	25.0
Very Dissatisfied	1	4.3	4	12.5
Not applicable	0	0.0	2	6.3

	<u>2013</u>		<u>2017</u>	
24. Overall education at OSU	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	8	34.8	10	31.3
Satisfied	15	65.2	19	59.4
Neutral	0	0.0	3	9.4
Dissatisfied	0	0.0	0	0.0
Very Dissatisfied	0	0.0	0	0.0
Not applicable	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
25. If you start over, would you still choose to attend Oklahoma State University?	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Definitely yes	15	65.2	19	59.4
Probably yes	5	21.7	9	28.1
Uncertain	3	13.0	2	6.3
Probably no	0	0.0	1	3.1
Definitely no	0	0.0	1	3.1



Career Reflection

	<u>2013</u>		<u>2017</u>	
26. How closely is your job related to your field of study?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Not related	2	8.7	6	20.7
Somewhat related	11	47.8	10	34.5
Directly related	10	43.5	13	44.8

	<u>2013</u>		<u>2017</u>	
27. How well did OSU prepare you for meaningful employment?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very well	7	30.4	9	31.0
Adequately	13	56.5	15	51.7
Not very well	2	8.7	4	13.8
Not at all	1	4.3	1	3.4
Prefer not to answer	0	0.0	0	0.0

	<u>2013</u>		<u>2017</u>	
28. Overall, how satisfied are you with your career?*	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Very Satisfied	8	34.8	10	34.5
Satisfied	13	56.5	10	34.5
Neutral	2	8.7	6	20.7
Dissatisfied	0	0.0	1	3.4
Very Dissatisfied	0	0.0	2	6.9

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



Current Job or Career

		<u>2013</u>		<u>2017</u>	
29. Are you employed full-time (on average 30 hours or more per week) or part-time (on average less than 30 hours per week)?*					
		<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
	Full-time	22	95.7	28	96.6
	Part-time	1	4.3	1	3.4

	<u>2013</u>		<u>2017</u>	
30. How long did it take to find your first employment after graduating from OSU?*				
	<u><i>n</i></u>	<u>%</u>	<u><i>n</i></u>	<u>%</u>
Employed by graduation	11	47.8	13	44.8
3 months after graduation	7	30.4	5	17.2
6 months after graduation	1	4.3	4	13.8
9 months after graduation	1	4.3	2	6.9
1 year after graduation	1	4.3	3	10.3
over 1 year after graduation	2	8.7	2	6.9

31 & 32. Alumni Employer Names and Position Titles*	
Current employer	Job Title
College of Liberal Arts, The University of Texas at Austin	Digital Content Producer
Mindshare	Senior Associate Strategist
GiveHear	Marketing Coordinator
Autry Technology Center	Public Relations Coordinator
The Encompass Group	Recruiter
Kyvos Insights	Account Executive
Reaching Souls International	Communications Coordinator
Fathom Events	Marketing Manager
National Reining Horse Association	Youth Programs Advisor/Communications Coordinator
Grand Prairie Independent School District	Teacher
Seton Foundations	Strategy Manager
Diana R. Garland School of Social Work with Baylor University	Assistant Director of Admissions
MultiView	Sr. Content Marketing Strategist
Orkin Pest Control	Sales inspector
Rokkan Media	Social Media Strategy Associate
Southwest Airlines	Flight Attendant

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



31 & 32. Alumni Employer Names and Position Titles* (Continued)	
Current employer	Job Title
Ponca City News	Senior Classified Account Manager
Griffin Communications	Newscast Producer
Cubic Inc.	Digital Strategist
Aluminum Association	Public Affairs Specialist
WEHCO Video, Inc.	Marketing Consultant
Oklahoma City Zoo and Botanical Garden	Social Media Content Coordinator
Tulsa World	Multi Media Advertising Consultant
City of Liberty, Missouri	Marketing and Special Events Supervisor
Express Employment Professionals	Online Learning Coordinator
Kiewit Engineering & Design Co.	Marketing Specialist
Bridges Strategies	VP of Project Management
Love's Travel Stops and Country Stores	Digital Media Production Specialist
University of Missouri-Kansas City Foundation	Donor Relations Specialist
TNT Dental	Account Manager
Inceed	Senior Technical Recruiter
Oklahoma House of Representatives	Legislative Assistant
St. Thomas the Apostle Catholic Church	Echo Apprentice
Skyline Media Group	Social Coordinator
TMT Oklahoma, Inc.	General Manager
Where Food Comes From, Inc.	Marketing Coordinator
Nike Factory Store	Sales Associate
Claremore First	Preschool teacher
TEAM Professional Services	TEAM Lead I Implementation
Moore Public Schools	Teacher
Opcity INC. - Realtor.com	Business development
Coppell ISD	Teacher
Boy Scouts of America	Development Director
Event Architecture	Sales Consultant
White's Chapel United Methodists Church	Content Manager
Enterprise Holdings	Sales Communication Coordinator
Oklahoma Dental Association	Special Project Manager
Top Corner Marketing	Marketing Administrator

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



	2013		2017	
33. Which of the following best describes your employer?*	<i>n</i>	%	<i>n</i>	%
A corporation, partnership, or private business	13	56.5	17	58.6
Military	0	0.0	0	0.0
Other governmental entity	1	4.3	2	6.9
Charity or other nonprofit entity	4	17.4	8	27.6
Educational institution	5	21.7	1	3.4
Other	5	21.7	1	3.4
Prefer not to answer	0	0.0	0	0.0

	2013		2017	
34. Does your job require: (mark all that apply)*	<i>n</i>	%	<i>n</i>	%
Technology skills	14	60.9	21	75.0
Conducting research	12	52.2	14	50.0
Extensive training	7	30.4	5	17.9
Math skills	5	21.7	4	14.3
Problem solving/analytic reasoning	18	78.3	22	78.6
Speaking to a group	21	91.3	24	85.7
Use of specialized machinery	2	8.7	3	10.7
Use of specialized software	14	60.9	18	64.3
Working with a diverse group of people	19	82.6	24	85.7
Writing reports, memos, papers, publications, etc.	17	73.9	20	71.4

	2013		2017	
35. Does your job require: (mark all that apply)*	<i>n</i>	%	<i>n</i>	%
Less than \$15,000	1	4.3	2	6.9
\$15,000 but less than \$25,000	0	0.0	2	6.9
\$25,000 but less than \$35,000	1	4.3	5	17.2
\$35,000 but less than \$45,000	2	8.7	9	31.0
\$45,000 but less than \$55,000	10	43.5	6	20.7
\$55,000 but less than \$65,000	4	17.4	3	10.3
\$65,000 but less than \$75,000	1	4.3	0	0.0
\$75,000 but less than \$100,000	4	17.4	2	6.9
\$100,000 but less than \$125,000	0	0.0	0	0.0
\$125,000 but less than \$150,000	0	0.0	0	0.0
Over \$150,000	0	0.0	0	0.0
Prefer not to answer	0	0.0	0	0.0

*For items 26 through 35 do not include alumni who responded 'not engaged in paid employment, nor enrolled in graduate or professional school' or/and 'enrolled in graduate or professional school' in item 1.



36. What could OSU have done to better serve you?
Required classes in personal budget and finance prior to graduation. Given adequate funding to the School of Journalism, ESPECIALLY the facilities.
OSU could have invested more money into the journalism school and quality professors who have real experience in the advertising world.
I would have liked to of had more required graphic design classes that allowed you to work with print vendors and how that process works. I also would have liked a few more professor options for some classes. Of course, students have the responsibility to adequately perform in a class, but not every teaching style is right for every student and if the student just can't follow a specific teaching style well it can be a great hindrance.
Make a blend of Marketing and Business. A ton of advertising majors and business majors end up in Sales. Provide more courses for hybrids.
I received a degree in Strategic Communications, and due to the broadness of the degree, I was unsure as to what type of jobs I should apply for, or even which positions existed (by title). When searching on sites like LinkedIn or Indeed, it is important to know exactly what to look for...and I didn't. I would type in broad terms like marketing and communications or public relations and miss out on potential opportunities.
Nothing, I had a wonderful experience!
Have a class, during senior year, that specializes in after graduation success. Job applications, interviews, and others. We were required to participate in freshman orientation, we should do an exiting class that prepares us for real world experience.
More strategic thinking; practical instruction on how to be successful in a work environment
There were a lot of instances where my degree specific programs did not prepare me for real world scenarios. We had several classes where it was very easy to slack off or do enough to get by to make an A.
Had a financial peace plan for students and a class for first generation students to see what to learn from college their sophomore year.
Made the environment more inclusive and hired professors more mature
More specific field education and job exploration, more networking in the advertising industry
I would have a class on employers benefits helpful. For example information on 401K investment, health insurances plans and financial investments in general.
It was difficult to commute and made it hard to find meaningful internships/jobs while attending OSU. I've also found it more difficult to find work where I'm compensated fairly than before I attended OSU. Prior to finishing my degree, I had multiple years of experience, so it would have been nice to have more support for older students/continued education students and not fit them into the cookie-cutter advice from advisors.
Focus more on a public relations career path for communications students (I.e. how to talk to a reporter, develop a message that aligns with a strategic plan, etc.)
There is a lack of availability with much-needed courses. Every enrollment date was incredibly stressful.
I think it would be cool if internships were required. I feel like I didn't get a lot of on the job experience.
More classes focused on practical skills vs theoretical knowledge. AP Style class was the most applicable one I took. More coursework about social media or BUSINESS (not personal use), social media advertising, booking advertising in general, how to pitch stories, working with media, how to interview, etc.
I wish I had gotten more information on how to use the OSU job board - honestly I only remembered it after I graduated and even then I didn't really feel comfortable with it.
Talk to students more about student loans and how those loans impact your future
I loved OSU and will always be loyal and true. But, the buildings and classrooms were outdated during my time at OSU. Since I left, the new business building has opened and while I understand new facilities aren't free, I do think that the Journalism School could use a face lift.
Taught more real life education, lessened the amount of credits I had to take that was totally irrelevant (electives like entomology), had better internship opportunities, had more job fairs, had better connections with businesses and corporations that hire people with the degree I was getting, adjusted curriculum to match what jobs are actually needing new hires to do rather than just teaching what has always been taught.
The journalism building is pretty sad in terms of classrooms. It needs a major upgrade.



36. What could OSU have done to better serve you? (Continued)

I think a required Gen-ed "lifestyle" class should be made for all Freshmen or Senior capstone. A class where you learn about Banking, Taxes, Mortgages, 401K's and Healthcare. All of that is vital to living on your own and something I never learned in a classroom setting.
Career Services doesn't work for every major. Greater emphasis on portfolio and writing work for Strategic Communication students, allowing them access to entry level jobs
I think OSU lacks practical skills teaching (finances, business etiquette, etc. - especially in the Journalism school).
Helping with budgeting skills, taxes and other life skills. Helping me really figure out what career I want.
It's really my fault for not taking college as seriously as I should have, but turned out fine and have a great job paying me extremely well.
Better academic advisors
I wish there were more ways to get OSU related internships. I had to stay in stillwater and work full time between semesters so most internships weren't an option for me. More (both in quantity and field diversity) internships on campus would have been incredible.

37. What additional information would you like OSU to know?

Although I am satisfied with my education, I know there were many things lacking from a budget point of view in my school (Paul Miller). We did not have access to enough platforms necessary for the job we would be doing post-grad. It seems quite obvious from a student point of view which departments mattered and which ones the university didn't care much about.
I had a great time in Stilly at OSU and will cherish many of the memories I made there.
Great Campus, great experience, try not to lose Stillwaters old feel as you grow.
I would be cool with receiving more alumni communications.
I moved to Denver, CO after graduating, and I worked at a restaurant for a year before I was able to secure a job in my field. I had an amazing experience at OSU, and I wouldn't change a thing! I feel nostalgia for it all the time. Although I enjoyed most of my classes and learned a lot, my best experiences revolved around my favorite extracurricular activities - Latin Dancing and Cultural Club, Camp Cowboy, and Chi Omega.
Overall, I'm glad I picked my major and picked OSU. However, when I hear about other programs from other schools, I feel like their students were more adequately prepared for a job
I loved ok state I have not found a job how every because I don't have enough experience which is my fault but I would have liked a class teaching me how to handle my self to get the most out of my college experience
I'm willing to share more with SMSC
I loved my time at OSU and I would never pick another school. Go Pokes!
There are a lot of SMSC grads across the country that want to help create networks for current OSU students. Utilize that network to help broaden students' perceptions of where they can go and what they can do with the degree.
It was the best four years of my life. I miss it everyday and have so many wonderful memories. I made lifelong friendships, met the love of my life and received an incredible education. I wouldn't trade my time there for the world.
Regarding the top ten seniors or top ten freshman honorary programs, I feel that the selection process is somewhat biased and favors Greek students heavily. For those individuals who pay for their own school, work through college, acquire internships, remain involved and get exceptional grades - it doesn't seem to hold as much weight as students who were a part of Greek life in college. Many of those individuals were not required to work, so their time was spent with Greek activities and volunteer opportunities. I feel this selection process should be re-evaluated and that the university should also focus on the individuals who are not involved in Greek life and also work incredibly hard for their future.
In general, I had an awesome college experience. I loved every minute at OSU and it has definitely changed my life. 10/10 would recommend
I loved my time at OSU. Go Pokes!
The alumni base is incredible. I've met many friends at OSU and many more after.
OSU gave way to so many opportunities and helped shape me into who I am today.



37. What additional information would you like OSU to know? (Continued)

The Paul Miller Journalism building desperately needs to be modified.

I talk HIGHLY about OSU and the program I was in. I would do it again.

On the question "if you were to start over, would you still have attended OSU," I selected "probably not." It's nothing to do with my experience being negative! After 7 semesters, I realized that my true passion and career goal is filmmaking (thank you XXX and XXX) which isn't something you can focus on at OSU. If I could start over, I would have gone to film school instead of a traditional university. Go Pokes always though!!

